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ABSTRACT

The purpose of this document is to spell out clear objectives in reading, writing, listening, and speaking for all students in Boston, Massachusetts, elementary and middle schools. The objectives include all of the Massachusetts Basic Skills; these are directly linked to competency tests and teacher observation at each level to measure students' individual progress. The objectives described are a maximum curriculum, not a set of minimum competencies. For students who are currently behind their grade levels, the objectives represent a set of goals; and for those who are working on or above their grade levels, the objectives can be used to maximize their growth. They can also be adapted to accomodate bilingual or special education students. The general framework integrates reading, writing, listening, speaking, and critical thinking into: (1) variety of material; (2) literal comprehension; (3) interpretive comprehension; (4) evaluative comprehension; (5) vocabulary building; (6) variety of writing; (7) writing as a craft; (8) the mechanics and usage of writing; (9) speaking; (10) study skills; and (11) language structure. A guideline for assessing students' achievement is provided. Appended are checklists for grades kindergarten through 8, proofreading marks, correlation with State skills, and references. (AOS)

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ED233091

READING/LANGUAGE ARTS

ELEMENTARY AND MIDDLE SCHOOL CURRICULUM OBJECTIVES

Boston School Committee

Jean Sullivan McKeigue,
President

John D. O'Bryant

Kevin A. McCluskey

Jean M. McGuire

Rita Walsh-Tomasini

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Robert R. Spillane

Superintendent of Schools

Oliver W. Lancaster

Deputy Superintendent
for Curriculum and Instruction

Boston Public Schools
26 Court St., Boston
Massachusetts 02108

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MESSAGE FROM THE SUPERINTENDENT

I want to thank all who contributed to this set of curriculum objectives. It is a synthesis of a number of previous documents, from inside and outside the Boston schools, and draws on a wide range of experience. Teachers, principals, high school department heads, central office staff, parents, university personnel, and educators from other school systems gave generously of their time and wisdom in the development of this document. It is this breadth of source material and input which makes it so strong and potentially helpful.

These objectives are comprehensive and demanding. They convey high expectations to our students. They also pose a challenge to all those who work with students in the schools. Many of our students are now below grade level; our challenge is to find ways of helping them gain ground each year. Many of our students have difficulty in some areas of reading and language arts; our challenge is to discover and share the keys that open the way to understanding. Many of our students are currently moving from grade to grade without the skills necessary to handle new material; our challenge is to reach the point where teachers can be sure that incoming students have certain basic skills and knowledge. Our efforts in the past have often been fragmented; our challenge is to create a cohesive, cooperative effort in each school, so that regular education, 766, bilingual, advanced work, and funded program teachers, administrators, parents, university personnel, school volunteers, and others work together to give our students the first-rate education they deserve.

While this document lays out clear objectives for students at each grade level, it leaves great flexibility for teachers and principals to decide which methods and materials will be most effective. The philosophy behind the curriculum is that there must be common citywide goals and objectives, but those who work most closely with students are in the best position to decide how to teach the curriculum - and what to do beyond it. Thus the purpose of this document is to harness the efforts of all school personnel in a common endeavor, and at the same time liberate the creative energy and dedication that exists in each of our schools.

Robert R. Spillane

Robert R. Spillane
Superintendent of Schools

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INTRODUCTION

Aims and Scope

The purpose of this document is to spell out clear objectives in reading, writing, listening, and speaking for all Boston elementary and middle school students. The objectives at each level are a statement of what students ideally should have mastered at the corresponding grade level. The objectives include all of the Massachusetts Basic Skills, and will be directly linked to competency tests and teacher observation at each level to measure students' individual progress.

This document is intended to clarify what students should know; it does not deal with how students should be taught. Decisions on methods and materials will remain in the hands of teachers and principals, with help from others on request. Those who work most closely with students are in the best position to decide the many instructional questions raised by this set of objectives.

The objectives listed at each level are a maximum curriculum, not a set of minimum competencies. For students who are currently behind grade level, the objectives provide a set of goals. For students who are working successfully on or above grade level, the objectives are sufficiently open-ended to encourage students to maximize their individual growth.

Development

This document is based on a wide variety of sources inside and outside the Boston Public Schools:

- -previous Boston curriculum documents
- -the Massachusetts Basic Skills regulations
- -exemplary curriculum documents from around the United States
- -a survey of the content of major textbooks
- -academic literature on reading/language arts curriculum and instruction
- -interviews with university experts and consultants
- -comments on earlier drafts by selected teachers, administrators, parents, and others
- -a detailed critique of the final draft by more than 1,000 Boston teachers, administrators, parents, and others

Those reviewing the final draft were asked to circle the objectives they felt should be minimum competency requirements, and cross out those they felt were inappropriate for that level. Teachers' tabulated responses were evaluated in the following way: if 40% or more circled an objective and fewer than 25% crossed it out, it was considered a strongly endorsed objective and included in the final edition. If the reverse was true - 40% or more crossing an objective out and fewer than 25% circling it, the objective was either moved to a higher level, modified, or dropped - unless it was an essential prerequisite to State Basic Skill objectives.

The surprising result of this analysis of teachers' reactions was that very few objectives fell into the second category; the vast majority were strongly endorsed by teachers. Adding on those leading to State objectives, very few objectives could be considered non-essential. For this reason, certain objectives

were not circled as priority items as they were in the math objectives document.

The final set of objectives reflects a strong consensus among Boston teachers. However, other questions on the number of objectives and the appropriateness of some items will undoubtedly arise as the curriculum is implemented. There will be an annual review of the objectives, when teachers and others will be encouraged to suggest necessary changes.

General Framework

Extensive research and review of existing reading/language arts curriculum documents resulted in the following general framework, which integrates reading, writing, listening, speaking, and critical thinking:

A. Variety of Material - experience with a broad range of reading material

B. Literal Comprehension - reading/listening for the explicit meaning

C. Interpretive Comprehension - reading/listening "between the lines"

D. Evaluative Comprehension - reading/listening with critical insight

E. Vocabulary Building - word recognition and word meaning

F. Variety of Writing - experience with a broad range of writing modes

G. Writing - The Craft

H. Writing - Mechanics and Usage

I. Speaking - oral reading, speaking, and presentation

J. Study Skills - locating, organizing, and retaining information

K. Language Structure - patterns and nomenclature of English

These eleven categories run through all levels, with specific objectives introduced gradually under each heading. In the upper levels, the same basic set of skills is applied to more and more complex material; the variety and quality of reading and writing become the core of the curriculum.

Division of Objectives Between Reading and English Classes

The integration of reading, writing, listening, speaking, and critical thinking in one curriculum provides a more coherent structure and eliminates the duplication of effort that results from a separate curriculum in reading and English. This unified reading/language arts document is designed to encourage and make easier the integrated teaching of these closely allied subjects in the two or more class periods devoted to them each day.

In schools where reading and English are taught separately, there is the question of which of the general headings listed above should be covered in which class period. Below is one suggested model for dividing up the objectives:

Reading	English
Variety of Material	Variety of Material
Vocabulary Building	Vocabulary Building
Literal Comprehension	Variety of Writing
Interpretive Comprehension	Writing - The Craft
Evaluative Comprehension	Writing - Mechanics and Usage
Study Skills	Speaking
	Language Structure

In this model, the Variety of Material and the Vocabulary Building are areas of shared responsibility, with the other headings falling into one area or the other. Speaking, Study Skills, and elements of Language Structure could arguably be included in either category. Other variations are possible. The outcome, however, should be an integrated reading/language arts program with strong links between all the different objectives. If there is more than one teacher covering the material, this means close communication between them, perhaps aided by a cooperative use of the checklists included in the back of this document.

Two-Column Format

All the objectives are presented in two columns. The left-hand column states the objective in general terms and gives an idea of its scope. The right-hand column gives a specific example of what students should be able to do once the objective is reached. The right-hand column can serve as a blueprint for competency tests, but is not in itself a test. Items will vary within the scope of the objective as described in the left-hand column.

Unlike the math curriculum, the reading/language arts has a number of objectives that cannot be assessed in a pencil-and-paper test (for instance, the process goals in writing). In each case, the right-hand column begins "Teacher observation," and outlines what teachers should be looking for in the course of the year to decide when students have reached the objective. The checklists will simplify the process of keeping track of these objectives.

Levels

Although the material at each level corresponds to generally-used topics at each grade level (i.e. Level Four contains fourth grade material), the levels are not labeled by grade level. This is intended to allow more flexibility for students to work below or above their chronological grade level. The instructional assumption here is that students should be reading material that is appropriately challenging - i.e. within their instructional range. We want to avoid giving students material that is too hard or too easy for them. With the wide range of achievement that exists in each of our schools, this points to flexible grouping, individualization, or other strategies for getting students at the optimum level of challenge.

Our long-range goal must be to get all students working at least on grade level; but as we work toward that goal, a leveled curriculum should give us a better way of placing students properly and giving them material in which they can experience success. For students below grade level, this should result in less stigma - yet still provide a strong incentive to catch up.

The most difficult period will be in the first two or three years of this curriculum, when we will be grappling with the issues of testing, placing, and promoting students in accord with the objectives. But as students are taught this material and begin to move to the next level with more and more basic skills, the work of teachers at all grade levels will become progressively easier, more productive, and more satisfying.

Elementary and Middle School Combined

In the past, Boston curriculum documents have been separated into elementary and middle (or junior high) books. In contrast, this set of objectives combines K-8 under one cover. There are several advantages for teachers in this format:

(a) elementary and middle school teachers can see the entire K-8 scope and sequence and get a sense of where their work fits into the larger picture; (b) it will be easier for teachers of middle school students working below Level Six, and elementary teachers with students working above Level Five, to meet the needs of such students; (c) teachers working with students who are below grade level can refer back to earlier levels for enabling skills and sequential steps; (d) a K-8 document is more useful for 766 teachers, since they have students at so many different levels.

Special Education and Bilingual Students

Since inclusion into regular education classrooms is our ultimate goal for both 766 and Bilingual students, students in these programs should be working toward the same objectives as regular education students. Special education and Bilingual teachers will undoubtedly use a somewhat different array of methods and materials than most regular education teachers; they may not cover as many of the objectives; and they may adopt different testing procedures (for instance, most hearing-impaired students would not take a test on listening skills, and some Bilingual students would take competency tests in their native language). But teachers' efforts must be aimed at getting students working successfully at the highest possible level in this curriculum. The only students who are exempt from these objectives are 766 students whose Individual Education Plans specifically state that they should pursue curriculum objectives other than those in this document.

The Department of Student Support Services has suggested the following guidelines for implementation of this curriculum for 766 students:

1. The objectives are applicable in the daily instructional program of 766 students.
2. Teachers should select the level that matches the current achievement level of each student.
3. Teachers should choose methods and materials that match the learning styles of their students.
4. These objectives should be used as criteria for measuring students' progress.
5. These objectives should be included in students' I.E.P.'s along with their current level of achievement and the methods used for instruction.
6. Special education and regular education teachers should collaborate on these objectives to maximize mainstreaming opportunities for special needs students.

Work is currently under way to coordinate the SEIMS cognitive objectives with the objectives in this document.

Implementing the Curriculum

The objectives in this document should clarify what Boston students should be able to do at each level, and competency tests should focus students on the objectives and give teachers useful feedback on students' progress. But the most important decisions cannot and should not be made by a central office document. Below is a list of some of the things teachers are responsible for as they implement these objectives in elementary and middle schools:

1. Foundations - preparing students for new material by giving them the underlying concepts

2. Review - using previously-covered material as a base for new learning

3. Sequence - deciding on the best order in which to approach these objectives

4. Coordination - working closely with other teachers who cover reading/language arts, including resource room, Title I, etc.

5. Combining - finding artful ways to mix different parts of the curriculum together (oral reading, speaking, listening, and vocabulary building all combined in reading a play, for instance)

6. Materials - seeking out the most effective textbooks, workbooks, library books, plays, and other materials to convey these objectives to students

7. Enrichment - deciding on topics and activities beyond the scope of this curriculum

8. Relevance - finding ways to bring the objectives home to students' daily lives

9. Individualization - deciding to what degree it is possible to get students working at different levels according to their level of achievement

10. Achievement grouping - deciding with other teachers whether to group students based on their mastery of the objectives

11. Learning experiences - finding ways of making objectives, materials, and teaching come together in such a way that children learn, know they are learning, and enjoy the whole process

Reading - Phonics and Subskills

There has been considerable debate in recent years on the best method of teaching students beginning reading. There was the phonics/whole word/linguistic controversy of the 60's and early 70's, followed by the subskills/psycholinguistic battle raging now. Clearly there is no consensus in the field on which of several strategies is most effective, although vivid testimonials make it clear that some approaches work better for some teachers than others.

This poses a dilemma for curriculum writers, forcing them to take a position in a debate that will not be resolved for the forseeable future - and guaranteeing that any set of specific objectives in early reading will be unacceptable to a sizable number of teachers.

But there is a way out - a way that may actually encourage the most effective teaching of reading in our schools. Advocates of different approaches to reading instruction may disagree on the building blocks, but they do agree on what the finished edifice should look like. Therefore, this curriculum focuses on the outcome on which all the different methodologies converge - children's ability to read connected material with good comprehension. Decisions on how to bring about the most student progress toward this outcome are left to the best professional judgment of educators in each school.

Thus the fact that this curriculum does not contain specific phonics objectives does not mean that teachers cannot or should not use phonics to teach reading. It simply means that teachers and principals should keep their eye on the goal - getting children to read real books and other material as early as possible, and select the instructional strategies that are most effective in helping each child to reach that goal. Both decoding and comprehension are assessed through reading and listening activities where students apply the skills in context.

DRP Reference Points

The Boston schools recently adopted the Degrees of Reading Power (DRP) Test for grades 4 through 12. The DRP measures one ingredient that this curriculum stresses: silent comprehension of connected prose (versus mastery of discrete reading subskills as measured by most other tests). The DRP measures a student's "reading power" on a fixed scale of reading difficulty between 15 and 100, with 15 representing the easiest possible prose and 100 representing the most difficult possible prose. This scale, in turn, is based on the Bormuth readability formula, which is a complex ratio of word length, sentence length, and frequency of certain commonly-used words.

The two major purposes of the DRP are to measure each student's reading progress from year to year, and to make it simpler for teachers to match students with reading materials that are appropriately challenging.

The DRP was developed so recently that a norm for each grade level is not yet available. We do not yet know, for instance, what DRP score an average fifth grader reaches by the end of the year. Such information is important for this curriculum, since it purports to set objectives at national norms for each grade level. Rather than wait for research findings in years to come, a tentative DRP reference point is included at each level of these objectives. (Although the DRP is not given below fourth grade, DRP reference points have been set for the first three grades to give an idea of the level of material students in those grades should be able to read.)

How were these reference points derived? The research done so far indicates that students do not gain the same number of DRP units every year as they move through school. In the early grades, student gains are small because the focus is on decoding words and sentences, while DRP units are based on passages of at least 300 words. Between the fourth and seventh grade, students make the largest annual gains (4 or 5 DRP units a year) as they master the skills of reading longer passages. Then in the upper grades, the rate of growth slows again as students grapple with higher-level comprehension skills and more complex information.

These findings were one factor in deciding on the Boston reference points. Others were:

-mean and median DRP scores of Boston students from March, 1982
-Metropolitan Reading Test scores for Boston students
-information on the DRP ratings of textbooks used in New York public schools
-the DRP ratings of passages rated in traditional grade equivalency terms
-Boston teachers' reactions to the appropriateness of sample passages for each grade level in the final draft of this curriculum
-consultation with College Board and Boston testing experts

Below are the tentative reference points, representing an approximation of the DRP level (mid-point of the instructional range) at which a student reading on grade level would have reached by the end of each year:

Level 1 - 36
Level 2 - 38
Level 3 - 41
Level 4 - 45
Level 5 - 50
Level 6 - 54
Level 7 - 58
Level 8 - 61

These reference points were used to select the passages included in B-1 objectives at each level (it should be noted that the passages are all under 300 words, which means their DRP and TRI ratings have a margin of error). These reference points may be modified in light of new research and future Boston test scores.

TRI Units

The Boston School Department has developed and made available to teachers a microcomputer program for analyzing passages of 300 words according to the Bormuth readability formula. This makes it possible for teachers to type in passages from textbooks, novels, and other classroom reading matter and get an instant readout on the level of difficulty, which can in turn be matched to students' scores on the DRP.

Our microcomputer program was developed to match the system used by the College Board (the company that markets the DRP) to rate textbooks and determine students' DRP levels. The readability ratings from our program are virtually identical to those of the College Board.

However, the College Board has a proprietary interest in its particular interpretation of the Bormuth formula and will not allow us to use the term "DRP units" to describe the ratings from our program. We have therefore called our formula the Taft Readability Index (TRI) after the middle school in which it was developed. Our readability ratings are called TRI units.

Some of the sample passages in this curriculum were rated in TRI units, some in DRP units. Since both ratings are based on the same formula and the same conversion factor, and are on the same scale between 15 and 100, differences between the two kinds of ratings are insignificant.

Putting Readability Formulae in Perspective

One of the most important purposes of the DRP is to make it easier for teachers to match students with textbooks and other materials that are appropriately challenging - i.e. at the instructional level of difficulty. Ideally, a student with a 54 DRP score should be reading material of about 54 DRP units. But it is important not to put too fine a construction on this process. Not only is there a range within which students can still learn from materials above and below their DRP level, but there are at least four variables that are not measured by any readability formula:

1. A student's interest in the material - high interest can motivate children to read material that is theoretically too hard, and vice-versa.
2. A student's prior knowledge of the subject matter - knowing a good deal about the topic may allow a student to understand passages well above the instructional DRP level, and vice-versa.
3. The clarity of the writing - some authors are much better than others at presenting ideas clearly and sequentially, and this has a good deal to do with students' ability to make sense out of written material, especially if the subject matter is unfamiliar.
4. The graphic presentation - subtleties of type size, space between lines, width of margins, and headings can affect the ease with which students read.

Thus DRP ratings are only one indication of what students can read with good comprehension. Teachers should keep these other variables in mind as they decide what material is appropriate for their students.

Word Lists

There was some disagreement among reviewers of earlier drafts of this curriculum on whether a word list should be included at each level under Vocabulary Building. Those in favor of word lists saw them as a useful way of expanding students' vocabularies and a specific, back-to-basics goal for students to work toward. Those opposed to publishing lists argued that students do not learn words by studying lists isolated from real reading matter, and that the presence of alphabetical lists at each level would encourage a kind of vocabulary instruction that does not work.

This document does not contain word lists; to have included them would have signaled a tilt toward teaching vocabulary out of context, which is contrary to the philosophy of the document. However, one copy of the most comprehensive and up-to-date word list available - the IOX Basic Skills Word List Grades 1-12 - (Instructional Objectives Exchange, Los Angeles, 1980. $14.95) is being sent to each school. This word list can serve as a reference as to which words are appropriate for each level. The ultimate test of students' vocabulary knowledge, however, must be whether they can use and understand words in context.

Book Lists

The first section of each level, Variety of Material, contains an extensive list of high-quality books appropriate for children at the corresponding grade level. The books are suitable for independent reading, being read aloud to students, and class study and discussion. By the end of each level, students should have read (or, in the early grades, had read to them) at least five books from the list at their level. Since there is some overlap between levels, students should read different books each year.

The book lists were compiled by Polly Kaufman and Barbara Elam, coordinators of the Boston Public Schools Library Program. Their selection was based on reviews in five major children's book magazines, ideas from Boston teachers and librarians about which books capitivate children at each grade level, and their own experience with children and children's literature over a period of years. The lists contain a wide variety of material, from literary classics to books of recipes, from detective stories to books of riddles. The lists also contain material on a wide range of cultural and racial groups. The lists are not, of course, all-inclusive; they are a starting point, and will be updated on a regular basis.

All the books on the lists have been suggested for purchase to Boston school libraries; most are available in the larger school libraries, and many are in smaller libraries and in branches of the Boston Public Library. Schools might want to consider buying class sets of certain favorite books for class study, and expanding their library's collection to include more of the titles listed here.

The fact that the book lists are placed first among the objectives for each level carries an implicit message: a primary goal of reading instruction is to get students reading real books for enjoyment and new learning. The sooner that children begin to read good books of all kinds, and the more books they read at every level, the better our reading/language arts program will be.

Oral Reading

Objective I-1 at each level sets a goal of students being able to read aloud material of grade-level readability with "reasonable fluency and accuracy." The standard of accuracy put forward in the right-hand column allows students to make up to five errors that interfere with meaning per 100 words. This kind of informal reading test is an excellent way to estimate a student's reading level and the appropriateness of reading matter.

95% accuracy in oral reading is a widely accepted standard for the instructional level. The idea of counting only errors that interfere with meaning is a more recent idea put forward by reading experts working in miscue analysis. Counting only "substantive" errors prevents us from applying too exacting a standard to oral reading by counting every hesitation and slight mispronunciation as an error. It puts the emphasis on whether students are conveying an understanding of the material to listeners.

After third grade, oral reading (in the sense of round-robin reading of material) is not a recommended classroom practice. Recent research suggests that the emphasis should be on silent comprehension, with students reading sections orally to give evidence for their answers to comprehension questions. Sustained oral reading, this research suggests, should be reserved for dramatic reading of material below the instructional level of students.

Comprehension Questions

By the upper levels, the list of comprehension skills in sections B., C., and D. is rather formidable - 22 separate skills. This does not mean that teachers should be asking 22 different kinds of questions on every passage their students read. Some skills - detecting propaganda, for instance - only apply to certain kinds of written material. The full range of comprehension skills will only come into play in a wide range of reading material. This is yet another reason for exposing students to a full variety of narrative, expository, lyric, dramatic, persuasive, and procedural material every year.

Writing - Grammar, Sentence Diagramming, Etc.

In the field of writing, there is a debate similar to the phonics/comprehension debate in reading; educators sharply disagree on how students can best be taught to write fluently and accurately. Many insist that students cannot learn to write without constant drill in grammar, syntax, sentence diagramming, etc. Others point to fifty years of research indicating that traditional grammar instruction does not lead to better student writing, and may in fact inhibit fluent writing.

As in the reading debate, this curriculum document focuses on outcomes, and balances objectives in mechanics and usage with objectives in the craft of writing. Both are assessed through writing samples in which students apply their writing skills in context.

The writing objectives reflect recent thinking which defines four stages of the writing process:

1. pre-writing - collecting and focusing ideas, often in discussions
2. writing - usually a first draft
3. revision - making changes in content, sequence, etc.
4. editing - proofreading for mechanics and usage

These stages are included in sections G. and H., with the process objectives assessed by teacher observation.

Section F. lists a variety of types of writing suitable for each level. Implicit in sections F through H is the idea that students become better writers by writing frequently, by writing on a variety of topics, by sharing their writing with others, and by receiving constant supportive attention to the quality of their work.

Two parenthetical notes on the writing sections. First, although revising and editing are not formally introduced as objectives until Level Four, they are recommended classroom activities before then. Second, the bulk of the craft-of-writing objectives apply to expository writing. This reflects the need to develop expository skills, and also the difficulty of defining and getting agreement on the criteria for effective writing of narrative prose and poetry. This bias toward exposition is not meant to suggest that students should avoid these other forms of writing; on the contrary, they should be exposed to the full range of writing forms suggested in section F. at each level.

Focused Holistic Scoring

In order to put the emphasis on actual writing (rather than the performance of isolated skills), it was necessary to make one preliminary decision about our testing program: that writing be assessed through writing samples, and that these be graded by using focused holistic scoring. This practice, a variant of which is already being used in the Boston schools, involves giving a rating between one and four to students' writing on each of the criteria in sections G. and H. For instance, a fifth grader's writing sample would be rated on items 2 through 11 in Writing - The Craft and items 1 through 10 in Writing - Mechanics and Usage. Each criterion would be applied to the student's writing, and the passage given a score of 4 if it met the objective completely, 3 if it met the objective mostly, 2 if it met the objective only partially, and 1 if it failed to meet the objective.

Focused holistic scoring is a tool to make the evaluation of students' writing less cumbersome for teachers, and at the same time give students more specific and useful feedback on the strengths and weaknesses of their writing. For teachers who want more information and training on focused holistic scoring, workshops will be offered.

Italic Handwriting

Cursive handwriting is expected of students by the end of Level Three, but italic handwriting is included as an option from this level on. This option is included because there is evidence that some students have great difficulty with cursive writing, finding it impossible to write quickly and legibly in the traditional Palmer script. Experiments in Oregon public schools and elsewhere indicate that for these students, being allowed to use italic handwriting is a useful alternative.

Italic handwriting is characterized by elliptical shapes, a gentler slope to the right, letters made with few strokes and almost no loops, and letters joined only where convenient. According to one advocate, it has the following advantages over cursive handwriting:

1. It is simpler and less prone to fall apart when written quickly
2. It looks attractive, giving students more pride in their writing
3. It involves less of a transition from the printing learned in earlier grades
4. Students can write more quickly in italic handwriting.

(Stephen Tracy. "Bring Back Calligraphy." Learning March, 1982)

Clearly this is a subject that needs more study and involves some in-service training.

Listening Skills

Most curriculum documents place listening skills in a separate category. The problem with this approach is that there is a great deal of overlap between listening and reading comprehension skills, with comprehension being the common factor. This document combines reading and listening objectives in sections B., C., and D., stressing the underlying comprehension skills in both silent reading and listening modes.

This raises the question of how much of the comprehension work in these categories should be done with passages read aloud and how much should be done with students reading silently. In the primary grades, there should obviously be more oral reading, but by Level Three, a ratio of 4 to 1 silent to oral reading seems reasonable. Our competency tests will probably include several passages read silently by students and one read aloud by the teacher, with written questions on literal, interpretive, and evaluative comprehension.

Non-Standard English

There has been some controversy in recent years about the need for schools to teach standard English and the need to respect non-standard dialects, especially Black English. Some minority group members have taken the position that it is culturally imperialistic for public schools to teach standard English to students who speak another dialect at home and in their communities. But in Ann Arbor, Michigan, black parents sued the school board for not teaching their children standard English more effectively. The judge's decision in the Ann Arbor case affirmed the need to teach all students the mainstream English required for economic success and social acceptance, but required the school board to sensitize teachers to non-standard dialects to avoid a culturally arrogant approach.

This decision mirrors a growing consensus in the field that standard English should be taught in a way that does not denigrate or try to eradicate any non-standard dialect, but rather teaches children to be adaptable - able to use standard English in situations where it is to their advantage. There is some research evidence that when teachers do not exhibit this kind of sensitivity, students may actually resist learning standard English, clinging more fiercely to non-standard dialects.

This curriculum clearly takes the position that standard English should be taught to all students. True to its principle of not dictating instructional methods, it does not take a position on how best to do this. Teachers and principals are urged to acquaint themselves with the latest thinking on this issue to avoid what may be counterproductive teaching strategies.

Assessment

A thorough assessment of these objectives involves several components, all carried out with the minimum loss of classroom time and the maximum amount of useful information on student progress and needs:

1. a checklist of items assessed by teacher observation
2. DRP scores on literal comprehension for students in grades 4 through 8

and another holistic measure for students in grades 1 through 3

3. Several silently-read passages with questions on literal, interpretive, and evaluative comprehension and vocabulary knowledge and skills
4. An orally-read passage with questions on the three levels of comprehension and on vocabulary knowledge and skills
5. Writing samples assessed by focused holistic scoring on craft and mechanics and usage objectives
6. A dictation to assess mechanics and usage objectives
7. A test of study skills and language structure objectives

A Final Note

With all the talk of skills, objectives, and competency testing, it is easy to begin to see language skills as a set of hurdles to be surmounted. With all the emphasis that this document places on good comprehension and effective communication, it's easy to begin to see reading/language arts (in the words of one reader of a draft) as "a weaker version of the Morse code" - merely to send signals to each other. Clearly there is more to language than that, but it is extremely difficult to state the loftier, more affective goals of reading/language arts as specific, measurable objectives.

As we go about the business of improving our students' language skills, let us also remember that there is pleasure and play, beauty and enjoyment - and much more - in the use of words.

PHILOSOPHY AND GOALS

The goal of reading/language arts instruction implicit in these objectives is the maximum development of children's language power - their ability to read, write, speak, study, listen to, and think about a wide variety of material.

Virtually all children come to school having already mastered their most difficult language task - learning to speak. Children come to us with speaking vocabularies of between 2,000 and 5,000 words, with a desire to make sense of the world, with great curiosity about people and things, with a tacit knowledge of most of the rules of their language, and with the ability to test hypotheses and look for patterns in language and meaning. Our job is to build on children's skills and knowledge and capitalize on their innate drive to understand and be understood. Our challenge is to teach them to read and write so they can derive as much information and satisfaction from both as they do from speaking and listening.

Language skills develop along a continuum of gradually expanding vocabulary and gradually increasing ability to handle more complex sentence structure, syntax, and meaning. The same basic language skills have to be applied to more and more complex material while students develop more sophisticated skills. We need to find where on the continuum our students are and teach them in a way that brings about maximum individual growth - especially for those who are behind.

Reading/language arts instruction should continually stress meaning. It should not let mechanics become the primary concern. Language skills are not developed for their own sake, but as means to more important goals. These skills are best learned in context rather than in isolation, and should be taught in all subjects, not just in reading and English/language arts classes.

This philosophy of reading/language arts translates into the following goals:

General

1. Exposing students to a wide variety of written and spoken material - good literature, narrative, expository, persuasive, and procedural prose, and dramatic and lyrical works
2. Building broad vocabularies
3. Helping students enjoy and feel good about their language abilities and experiences
4. Developing students' judgment about the relative merits of pieces of writing and speaking, including their own
5. Making students aware of the critical importance of language skills to their lives and careers

Comprehension

6. Developing the comprehension skills needed to read for meaning
7. Developing strategies for understanding unfamiliar words
8. Building students' ability to read and listen with three levels of comprehension: literal, interpretive, and evaluative

9. Building students' ability to read for different purposes with different strategies
10. Helping students react perceptively and critically to the spoken and written word, relating information to their own experience and prior knowledge and applying what they learn
11. Building research and reference skills so that students can gather, synthesize, evaluate, retain, and apply information from a variety of sources
12. Building the foundations and habits for lifelong reading, especially a set of positive attitudes
13. Building students' persistence in dealing with difficult language
14. Building students' confidence in their ability to make sense of language
15. Building students' pride in the broad range of material they have encountered
16. Encouraging students to read widely in their spare time for knowledge and pleasure
17. Bringing students to the point where they can and do use libraries for reading of all kinds

Communication and Self-Expression

18. Making students more effective language users, so they can use words to convey ideas fluently and precisely, with ease, confidence, and pride
19. Building dramatic reading and oral presentation skills so that students do not have difficulty speaking before groups of peers
20. Building the skills needed to participate effectively in group discussions
21. Building students' ability to express ideas logically and sequentially
22. Making students conscious of the structure of the English language
23. Giving students the tools to speak and write standard English
24. Developing writing power, so students can express ideas in clear, interesting, informative sentences and paragraphs, and are able to adapt their style to suit the topic, the audience, and the purpose
25. Building students' ability to use conventional capitalization, punctuation, and usage
26. Building students' ability to revise and edit their writing for content and mechanics
27. Helping students develop a clearly legible handwriting style and the ability to use good graphics
28. Building students' facility in writing letters, resumes, etc. and filling out forms and applications

How Will We Know If We Are Succeeding?

We should feel that our reading/language arts program is successful to the extent that:

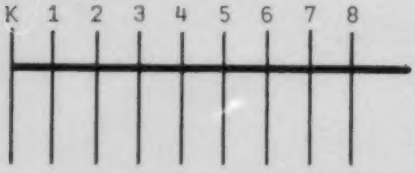
- Children read more in their spare time, frequenting libraries and book stores
- Children get pleasure from what they read
- Children write more and better prose and poetry, diaries and stories, letters and essays, etc.
- Children can find information when they need it
- There is an increase in the quantity and quality of verbal interaction - more conversation, debate, storytelling, etc.

(Botel, 1978)

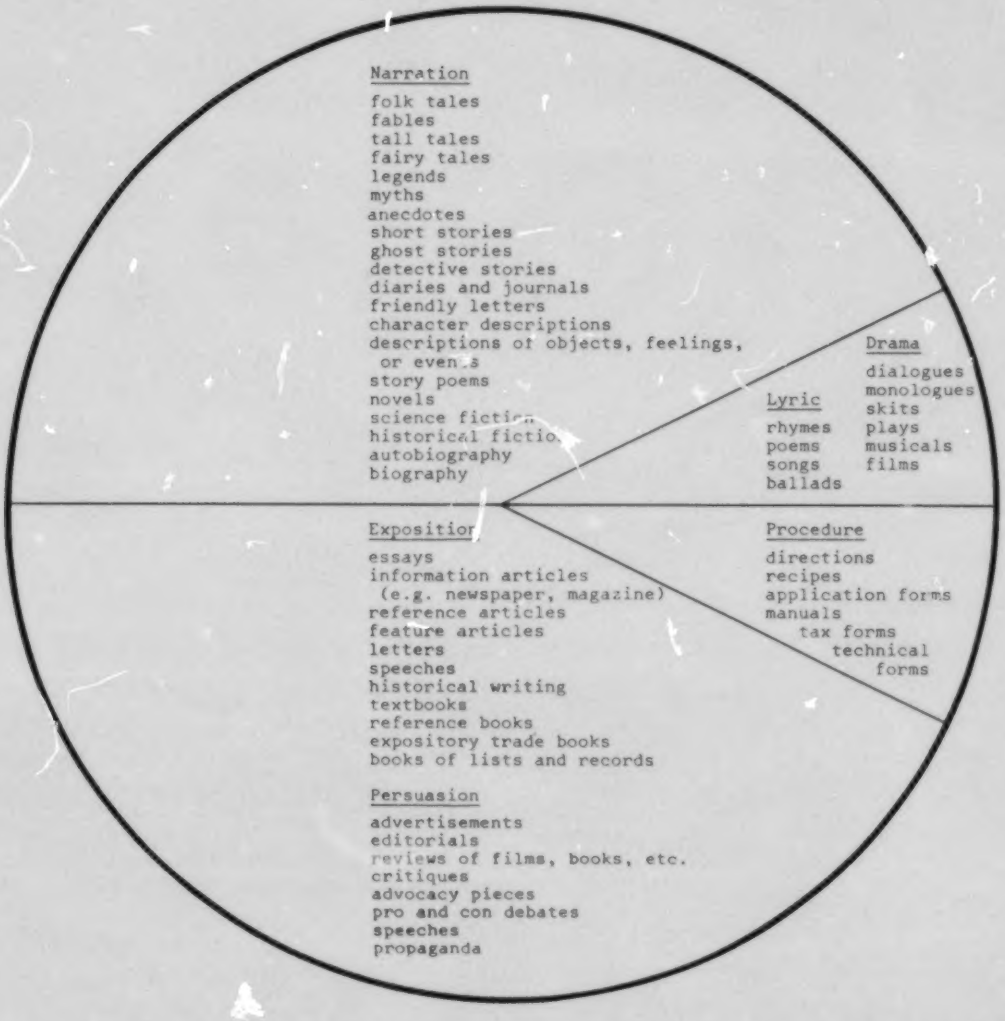
VERTICAL SKILLS LIST

This section traces the strands that run vertically through the curriculum K-8. The bar graph on the left shows the level at which a strand is introduced and the levels through which it is developed. The numbering of the strands corresponds to the numbers used for the objectives at all levels (with one exception: Level Four G-8, Revising, is the G-12 strand). A dotted line on the bar graph means the strand is partially introduced through readiness activities.

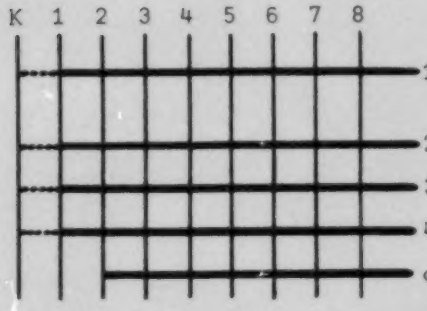
A. VARIETY OF MATERIAL



1. Reading and listening to a wide range of material for a variety of purposes (lists of suggested books are included at levels one through eight). The chart below shows the approximate proportions of a balanced program.

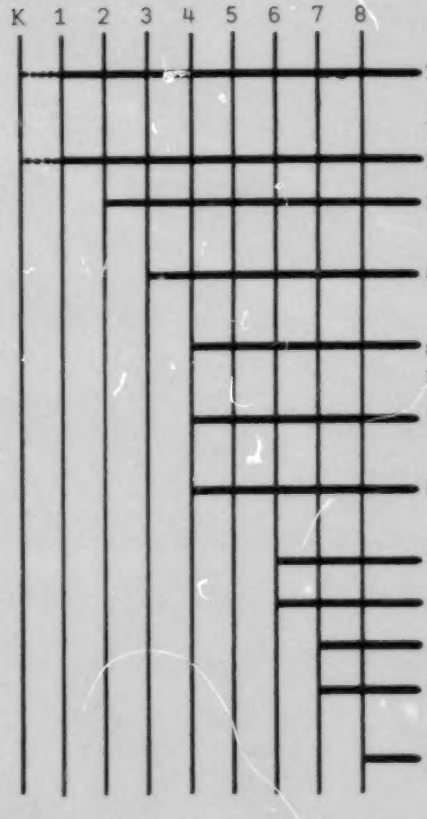


B. LITERAL COMPREHENSION - Reading/Listening for the Explicit Meaning



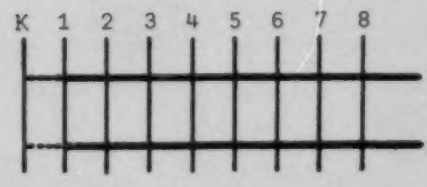
1. Reading material up to grade level readability with good comprehension.
2. Identifying the main idea.
3. Identifying details: time, setting, etc.
4. Identifying the sequence of events or ideas.

C. INTERPRETIVE COMPREHENSION - Reading/Listening "Between the Lines"



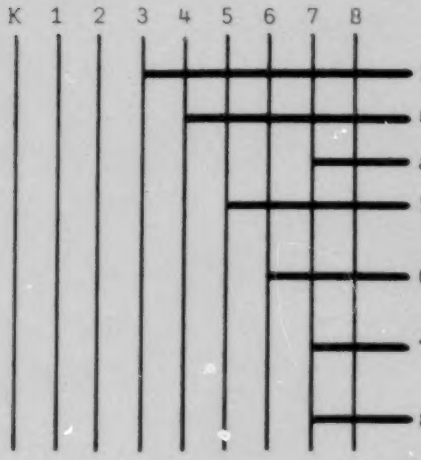
1. Telling fiction from non-fiction and identifying basic genres of writing
2. Identifying key points in a passage - climax, etc.
3. Inferring traits, feelings, and motives of characters from what they say and do.
4. Inferring cause and effect relationships in a passage; also similar/different, part/whole, specific/general relationships
5. Distinguishing between the main plot and subplots or between the main argument and subsidiary arguments
6. Telling whether the writer or speaker intended to entertain, inform, or persuade
7. Inferring a writer's or speaker's unstated points
8. Interpreting figurative language and identifying similes, metaphors, etc.
9. Identifying the connotation of words and the tone or mood of a passage.
10. Identifying how characters or ideas are developed.

D. EVALUATIVE COMPREHENSION - Reading/Listening with Critical Insight



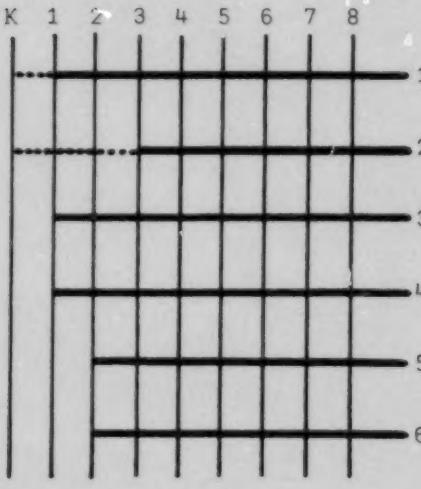
1. Drawing comparisons with one's own experience and identifying new learning and implications for oneself
2. Predicting a further outcome or logical conclusion

(Evaluative Comprehension continued)



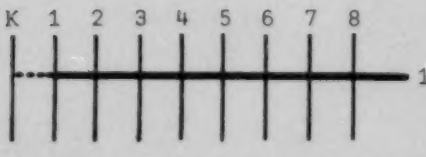
3. Telling fact from opinion
4. Identifying a writer's or speaker's point of view and/or bias
5. Evaluating or appreciating a passage according to a specific criterion
6. Identifying ways in which a passage is unclear, incomplete, or illogical
7. Identifying irrelevant, inappropriate, inaccurate, or misleading information
8. Identifying propaganda techniques

E. VOCABULARY BUILDING - Word Recognition and Word Meaning



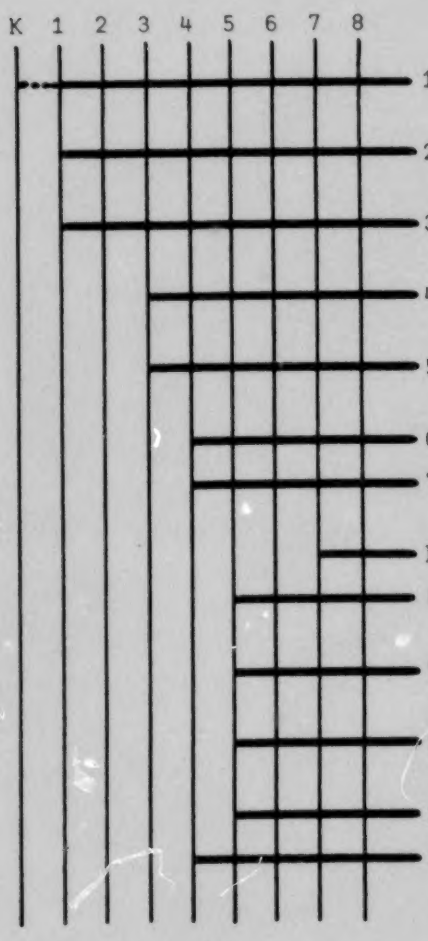
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
2. Identifying synonyms and antonyms for words in context
3. Identifying the meaning of words using a variety of word recognition strategies
4. Identifying the correct homonym (homophone) to use in a sentence
5. Identifying the correct meaning for words with more than one meaning from the context
6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed, and to find pronunciation (Level Five) and etymology (Seven).

F. VARIETY OF WRITING



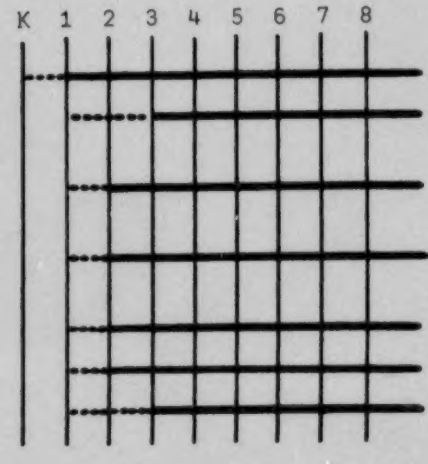
1. Writing frequently and gaining experience with many kinds of writing. Suggested activities are listed at each level from one through eight.

G. WRITING - THE CRAFT



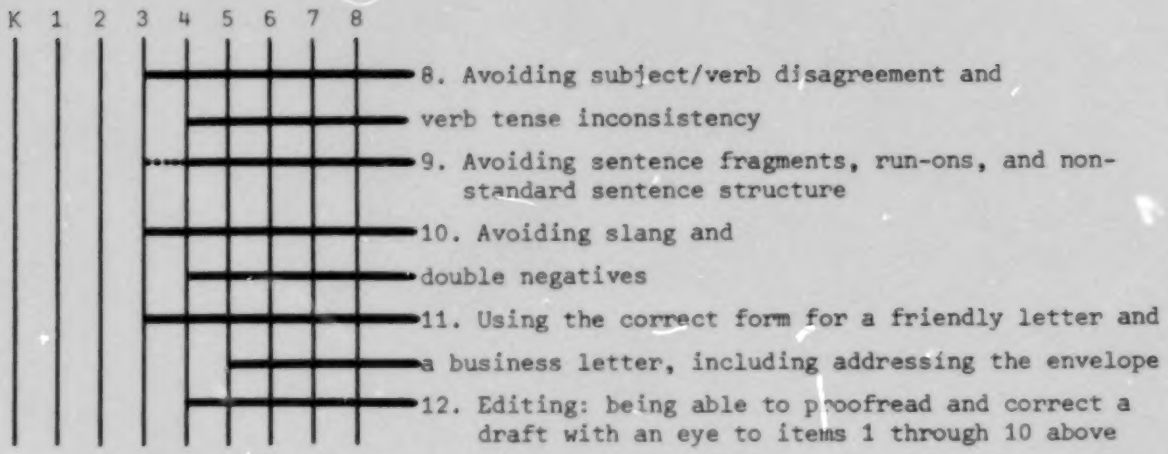
1. Pre-writing: being able to collect and focus ideas for writing
2. Writing with clarity; thoughts are related and flow logically and in sequence
3. Showing knowledge of the subject; giving enough information
4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers)
5. Making vivid, non-repetitive, precise, and appropriate use of words
6. Using a variety of sentence types
7. Writing vividly by making comparisons to other settings (similes and metaphors, etc.) and
   by using other literary devices
8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly
9. Beginning paragraphs strongly (with topic or lead-in sentences)
10. Organizing ideas within each paragraph around the central theme
11. Concluding paragraphs and passages effectively
12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others

H. WRITING - MECHANICS AND USAGE

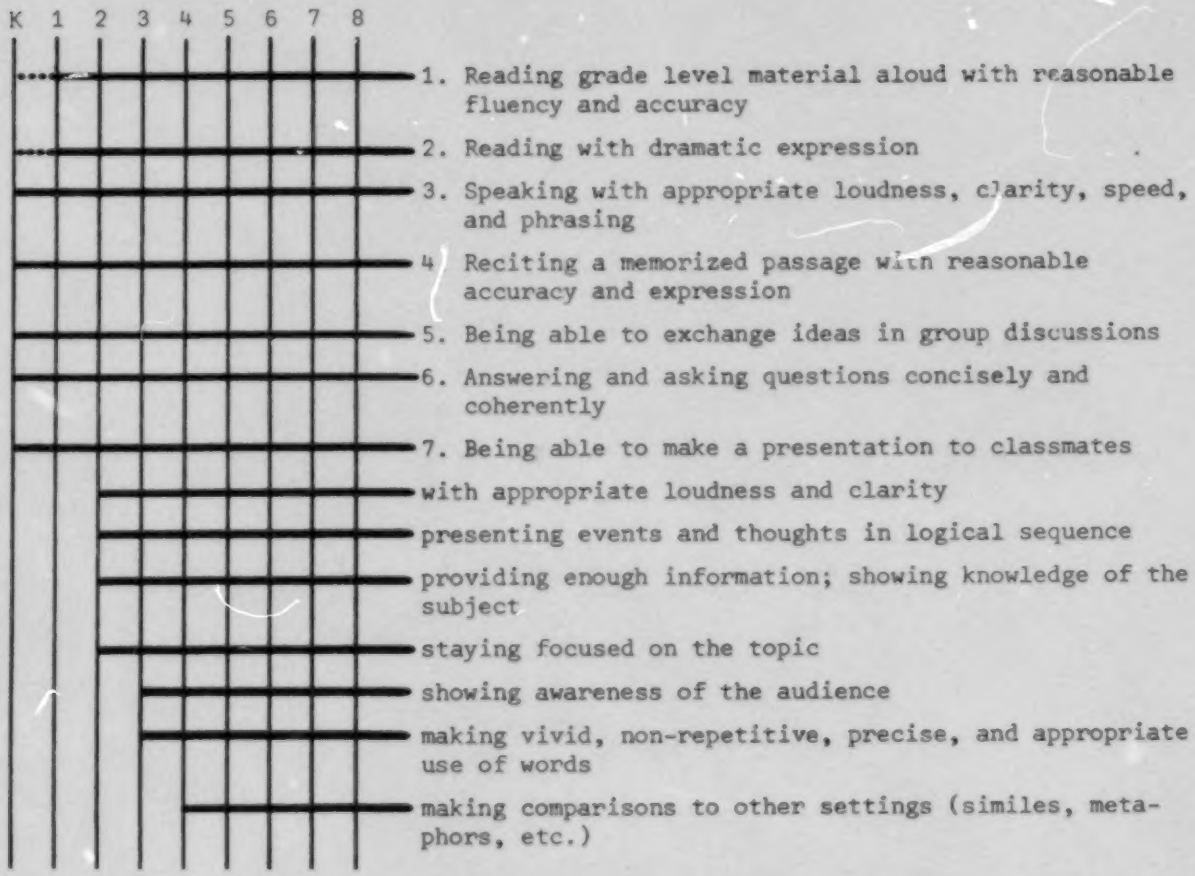


1. Using correct spelling, including abbreviations
2. Using cursive or italic handwriting that is easy to read
3. Using good graphics: spacing, margins, neatness, and paragraph indenting
4. Using correct plurals of nouns and past tenses of verbs
5. Using correct punctuation
6. Using correct capitalization
7. Using correct contractions and possessives

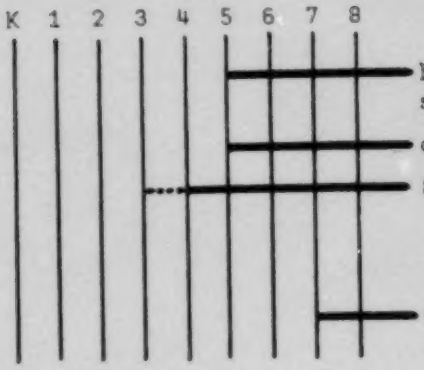
(Writing - Mechanics and Usage continued)


K 1 2 3 4 5 6 7 8
8. Avoiding subject/verb disagreement and
verb tense inconsistency
9. Avoiding sentence fragments, run-ons, and non-standard sentence structure
10. Avoiding slang and
double negatives
11. Using the correct form for a friendly letter and
a business letter, including addressing the envelope
12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above

I. SPEAKING - Oral Reading, Discussion, and Presentation


K 1 2 3 4 5 6 7 8
1. Reading grade level material aloud with reasonable fluency and accuracy
2. Reading with dramatic expression
3. Speaking with appropriate loudness, clarity, speed, and phrasing
4. Reciting a memorized passage with reasonable accuracy and expression
5. Being able to exchange ideas in group discussions
6. Answering and asking questions concisely and coherently
7. Being able to make a presentation to classmates
with appropriate loudness and clarity
presenting events and thoughts in logical sequence
providing enough information; showing knowledge of the subject
staying focused on the topic
showing awareness of the audience
making vivid, non-repetitive, precise, and appropriate use of words
making comparisons to other settings (similes, metaphors, etc.)

(Speaking continued)



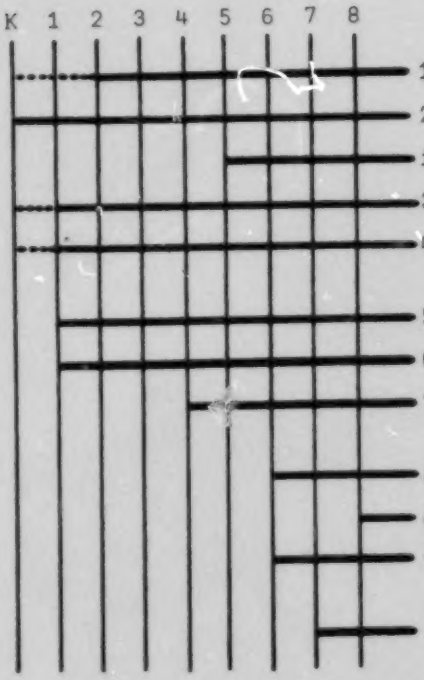
beginning and concluding parts of the presentation strongly

organizing ideas around themes or topics

8. Minimizing the use of slang, double negatives, incorrect plurals and past tenses, subject/verb disagreement, verb tense inconsistency, and other non-standard usage in formal interactions

9. Communicating effectively in practical situations (interviews, telephone calls, etc.)

J. STUDY SKILLS - Locating, Organizing, and Retaining Information



1. Following and giving directions, oral and written

2. Asking for information in person,

in writing, or by phone

3. Putting words in alphabetical order

4. Putting unorganized information into categories, rank order, etc.

5. Using parts of a book to find information

6. Locating books in a library

7. Selecting and using reference sources to locate information (encyclopedia, almanac, etc.)

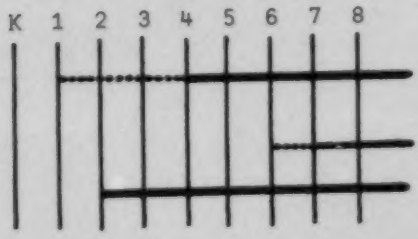
8. Taking notes that accurately summarize written

or spoken material

9. Varying reading speed and method according to one's purpose (skimming, scanning, etc.)

10. Comparing and contrasting two or more views on the same issue; synthesizing information from several sources in a report (Level Eight)

K. LANGUAGE STRUCTURE - Patterns and Nomenclature of English

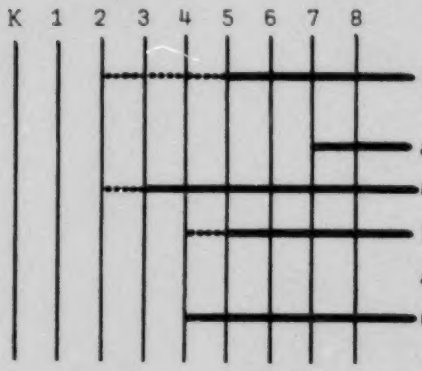


1. Identifying declarative, interrogative, imperative, and exclamatory sentences, and

simple, compound, complex, and compound/complex sentences

2. Identifying compound words, prefixes, word endings, and root words

(Language Structure continued)



3. Identifying the parts of speech in sentences or in lists and diagramming the relationships between them

4. Breaking words into syllables

5. Identifying complete subjects and predicates and dependent and independent clauses

6. Identifying tenses and converting from one tense to another

READING/LANGUAGE ARTS

OBJECTIVES

The following one hundred nine pages list the objectives which students at each level should ideally have mastered by the end of the year.

KINDERGARTEN

A. VARIETY OF MATERIAL

1. Listening to a wide range of material appropriate to this level - folk tales, fables, tall tales, fairy tales, short stories, ghost stories, nursery rhymes, poems, songs, skits, etc. Below is a list of suggested books; students should hear at least five in the course of the year.

1. Teacher observation: Is the student hearing a wide variety of material?

Author	Title	Publisher	Pub. Date
Adoff	Black is Brown is Tan	Harper	1973
Adoff	Ma nda la	Harper	1971
Anno	Anno's Alphabet	Crowell	1975
Bemelmans	Madeline	Viking	1939
Brooke	Three Bears	Warne	
Brooke	Three Little Pigs	Warne	
Brown	Three Billy Goats Gruff	Harbrace	1972
Brown	Golden Egg Book	Golden	1976
Brown	Goodnight Moon	Harper	1947
Brown	Runaway Bunny	Harper	1972
Burningham	Mr. Gumpy's Outing	Holt	1971
Burroughs	Did You Feed My Cow?	Follett	1969
Burton	Mike Mulligan and the Steam Shovel	Houghton	1939
Carle	Very Hungry Caterpillar	Collins	1969
Cohen	Will I Have a Friend	MacMillan	1967
Clifton	Edward Everett's Nine-Month Long	Holt	1979
Crews	Truck	Greenwillow	1980
Ets	Play With Me	Viking	1955
Feelings	Jambo Means Hello	Dial	1974
Feelings	Moja Means One	Dial	1971
Flack	Ask Mr. Bear	MacMillan	1958
Freeman	Corduroy	Viking	1968
Freeman	Pocket for Corduroy	Viking	1978
Gaeddert	Noisy Nancy Norris	Doubleday	1975
Gag	Millions of Cats	Coward	1928
Galdone	Henny Penny	Seabury	1968
Galdone	Little Red Hen	Seabury	1973

KINDERGARTEN A

Giovanni	Spin a Soft Black Song	Hill	1971
Greenfield	She Come Bringing Me a That Baby Girl	Lippincott	1974
Griego	Tortillitas Para Mama and Other Spanish Nursery Rhymes	Holt	1981
Hoban	Bread and Jam for Francis	Harper	1964
Hoban	Look Again	MacMillan	1971
Hutchins	Surprise Party	MacMillan	1969
Kent	The Fat Cat	SBS	1972
Krasilowsky	Man Who Didn't Wash His Dishes	Doubleday	1950
Kraus	Leo the Late Bloomer	Windmill	1971
Kraus	Milton the Early Riser	Windmill	1972
Krauss	Hole Is to Dig	Har-Row	1952
Langstaff	Over in the Meadow	Harbrace	1967
McCloskey	Make Way for Ducklings	Viking	1941
McDermott	Anansi the Spider	Holt	1972
Mother Goose	Mother Goose Treasury	Atheneum	
Munari	Bruno Munari's ABC	Philomel	1960
Noble	Day Jimmy's Boa Ate the Wash	Dial	1980
Oxenbury	Great Big Enormous Turnip	Watts	1969
Potter	Tale of Peter Rabbit	Warne	
Raposo	Sesame Street Songbook	Simon & Shuster	1971
Rey	Curious George	Houghton	1941
Rey	Curious George Rides a Bike	Houghton	1952
Scott	Sam	McGraw	1967
Sendak	Where the Wild Things Are	Harper	1963
Sharmat	I Don't Care	MacMillan	1977
Slobodkina	Caps for Sale	Whitman	1947
Spier	Noah's Ark	Doubleday	1977
Stone	I'm Glad I'm Me	Putnam	1971
Tresselt	The Mitten	Lothrop	1964
Untermeyer	Golden Treasury of Poetry	Golden Press	1959
Waber	Ira Sleeps Over	Houghton	1972
Wildsmith	Brian Wildsmith's ABC	Watts	1963
Wildsmith	Brian Wildsmith's 123	Watts	1965
Williams	Baby Farm Animals	Golden	1959
Zaffo	Giant Nursery Book of Things That Work	Doubleday	1967

KINDERGARTEN A, B, C

Zolotow William's Doll	Harper 1972
B. LITERAL COMPREHENSION Reading/Listening for the Explicit Meaning	
1. Beginning reading activities: a. reciting the alphabet b. recognizing one's name c. naming common objects in a picture d. telling a story from a picture e. naming words beginning with a given letter f. identifying the initial letter of a common object	1. Name the letters of the alphabet in order. Point to your own name in this list of names. What are the names of some of the things in this picture?(cars, trees, clouds, etc.) Tell a story about what might be happening in this picture. What are two words that begin with the letter M? What letter does this (a tree) begin with?
2. Identifying the main idea of a story	2. What would be a good title for the story you just heard? What was the story all about?
3. Identifying details of a story: time, setting, explicit traits of characters, main events, etc.	3. When did the story you just heard take place? Who was the most important character? Where did the action take place? etc.
4. Identifying a sequence of events (two or three events from a story or three or four pictures showing a sequence).	4. In the story you just heard, what happened first, ... or ....? Here are three pictures that tell a story. Put them in the order that you think makes sense.
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction.	1. Do you think the story you just heard was real or make-believe?

KINDERGARTEN C, D, E, F

2. Identifying key points in a story: climax, saddest or happiest part, etc.	2. What did you think was the most exciting part of the story you just heard? What was the saddest part?
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Does anything in the story you just heard remind you of things that have happened to you? What did you learn from the story?
2. Predicting a further outcome or logical conclusion.	2. What do you think is going to happen next (story interrupted in midstream)? What do you think this story is going to be about, judging by the title and the pictures?
E. VOCABULARY BUILDING Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening and other experiences.	1. Teacher observation: Is the student understanding and using more words in classroom activities (listening, story-telling, discussion, etc.)?
2. Identifying words that mean the same, mean the opposite, and rhyme.	2. In the song you just heard, what word rhymes with ...? Think of a word that means the opposite of ....
F. VARIETY OF WRITING	
1. Engaging in a variety of pre-writing activities.	1. Teacher observation: Is the student learning to use letters and beginning words in a variety of activities?

KINDERGARTEN G, H, I

G. WRITING - THE CRAFT	
1. Pre-writing activities: generating stories, dialogues, etc.	1. Teacher observation: Can the student tell a story or an experience, dictate a short passage for someone else to write down, etc.?
H. WRITING - MECHANICS AND USAGE	
1. Learning the letters of the alphabet, upper and lower case, and beginning to print words: one's name, basic colors.	1. Print the letters of the alphabet in capitals. Now print the small letter under each capital. Print your name using capitals and small letters (e.g. Sue Smith).
I. SPEAKING	
Oral Reading, Discussion, and Presentation Skills	
1. Building toward reading.	1. Teacher observation: Can the student tell a story; join in choral speech; dictate his or her own story?
2. Speaking with dramatic expression.	2. Teacher observation: Can the student tell a story, recite a dialogue, sing a song, etc. with changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness and clarity.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities?
4. Reciting a short memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student recite a short nursery rhyme, poem, or song with few errors and changes in pitch and tone of voice to dramatize the meaning?
5. Being able to exchange ideas in small-group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?

KINDERGARTEN I, J, K

6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask simple questions in class lessons and discussions?
7. Being able to make a brief presentation to classmates.	7. Teacher observation: Can the student make a brief show-and-tell presentation, re-tell or dramatize a story, or share an experience with classmates?
J. STUDY SKILLS	
1. Following simple oral directions.	1. Teacher observation: Can the student follow simple one and two-step directions involving a sequence of actions and/or: -left and right -up and down -top, middle, and bottom -over and under -above and below -front and back -on and off -before and after -etc.
2. Asking for information.	2. Teacher observation: Can the student ask for materials and information in classroom activities
3. Memorizing the order of the alphabet.	3. Recite the letters of the alphabet in order. Which letter is out of order? B,C,H,E,F
4. Organizing objects and pictures into categories by basic attributes (color, size, shape; animals, toys, foods, etc.).	4. Put these pictures into groups, one for animals, one for people, and one for foods.
K. LANGUAGE STRUCTURE	
No objectives at this level.	

LEVEL ONE

A. VARIETY OF MATERIAL

1. Listening to and beginning to read a wide range of material appropriate to this level - folk tales, fables, tall tales, fairy tales, short stories, ghost stories, nursery rhymes, poems, songs, skits, etc. Below is a list of suggested books; students should hear or read at least five in the course of the year.

1. Teacher observation: Is the student hearing and beginning to read a wide variety of material?

Author	Title	Publisher	Pub.Date
Adams	There Was an Old Woman	Scribner	1971
Adoff	Black Is Brown Is Tan	Harper	1973
Berends	Case of the Elevator Duck	Random	1978
Berenstain	Bears in the Night	Random	1971
Berenstain	Bears Vacation	Random	1968
Boone-Jones	Martin Luther King Jr.	Childrens Press	1968
Breinberg	Shawn's Red Bike	Crowell	1976
Bridwell	Clifford the Big Red Dog	Four Winds	1969
Bright	Georgie	Doubleday	1959
Briggs	Father Christmas	Coward	1973
Brooke	Three Bears	Warne	
Brooke	Three Little Pigs	Warne	
Brown	Three Billy Goats Gruff	Harcourt	1957
Brown, M.	Runaway Bunny	Harper	1972
Brown, M.	Golden Egg Book	Golden	1976
Burton	Katy and the Big Snow	Houghton	1973
Burton	Little House	Houghton	1978
Burroughs	Did You Feed My Cow?	Follett	1969
Charlip	Fortunately	Parents	1966
Charlip	Mother, Mother, I Feel Sick	Parents	1966
Clifton	Black B C's	Dutton	1970
Clifton	Don't You Remember?	Dutton	1973
Cohen	First Grade Takes a Test	Greenwillow	1980
Cohen	When Will I Read?	Greenwillow	1977
Crews	Truck	Greenwillow	1980
De Regniers	May I Bring a Friend?	Atheneum	1964
Dunn	Animals of Buttercup Farm	Random	1981
Eastman	Are You My Mother?	Random	1960

LEVEL ONE A

Eastman	Go, Dog, Go	Random	1961
Ets	Play With Me	Viking	1955
Feelings	Jambo Means Hello	Dial	1974
Feelings	Moja Means One	Dial	1971
Felt	Rosa Too Little	Doubleday	1950
Freeman	Dandelion	Viking	1964
Gackenbach	Harry and the Terrible Whatzit	Seabury	1979
Gaeddert	Noisy Nancy Norris	Doubleday	1975
Gag	Millions of Cats	Coward	1978
Galdone	Gingerbread Boy	Seabury	1975
Galdone	Henny Penny	Seabury	1968
Galdone	Little Red Hen	Seabury	1973
Galdone	Old Woman and Her Pig	Seabury	1972
Galdone	Town Mouse and the Country Mouse	McGraw	1971
Giovanni	Spin a Soft Black Song	Hill	1971
Greenfield	Me and Nessie	Crowell	1976
Greenfield	First Pink Light	Crowell	1975
Guilfoile	Nobody Listens to Andrew	Follett	1957
Gurney	King, the Mouse and the Cheese	Random	1965
Haley	A Story, a Story	Atheneum	1970
Hancock	Old Blue	Putnam	1981
Hoban	Bedtime for Frances	Harper	1960
Hoban	Count and See	MacMillan	1972
Hoban	Look Again	MacMillan	1971
Hoff	Danny and the Dinosaur	Harper	1978
Isadora	Willaby	MacMillan	1977
Keats	John Henry	Pantheon	1965
Landeck	More Songs to Grow On	Sloane	1954
Lobel	Frog and Toad Together	Harper	1972
Lobel	Frog and Toad Are Friends	Harper	1970
McCloskey	Blueberries for Sal	Viking	1948
McDermott	Anansi the Spider	Holt	1972
Moore	Night Before Christmas	Random	1975
Munari	Bruno Munari's ABC	Philomel	1960
Noble	Day Jimmy's Boa Ate the Wash	Dial	1980

LEVEL ONE A

O'Hagan	It's Easy to Have a Snail Visit You	Lothrop	1981
O'Hagan	It's Easy to Have a Caterpillar Visit You	Lothrop	1981
O'Hagan	It's Easy to Have a Worm Visit You	Lothrop	1981
Rey	Curious George Flies a Kite	Houghton	1951
Rey	Curious George Learns the Alphabet	Houghton	1963
Scarry	What Do People Do All Day?	Random	1968
Scott	Sam	McGraw	1967
Sendak	Where the Wild Things Are	Harper	1963
Sesame St. Start to Read Books	Ernie's Big Mess	Random	1981
	Don't Cry Big Bird	Random	1981
	Oscar's Rotten Birthday	Random	1981
Seuss	Cat in the Hat	Random	1957
Seuss	Cat in the Hat Comes Back	Random	1958
Seuss	Green Eggs and Ham	Random	1960
Sharmat	I Don't Care	MacMillan	1977
Slododkina	Caps for Sale	Whitman	1947
Spier	Fox Went Out on a Chilly Night	Doubleday	1961
Spier	Noah's Ark	Doubleday	1977
Steptoe	Stevie	Harper	1969
Stone	I'm Glad I'm Me	Putnam	1971
Sutherland	Playtime in Africa	Atheneum	1962
Tresselt	The Mitten	Lothrop	1964
Udry	What Mary Jo Shared	Whitman	1966
Ungerer	Crictor	Harper	1969
Ungerer	Three Robbers	Harper	1962
Untermeyer	Golden Treasury of Poetry	Golden Press	1959
Viorst	I'll Fix Anthony	Harper	1969
Waber	Ira Sleeps Over	Houghton	1972
Waterton	Salmon for Simon	Atheneum	1980
Weil	Fat Ernest	Parents	1973
Windsmith	Brian Wildsmith's ABC	Watts	1963
Wildsmith	Brian Wildsmith's 123	Watts	1965
Williams	Baby Farm Animals	Golden	1959
Zaffo	Giant Nursery Book of Things That Work	Doubleday	1969

LEVEL ONE B, C

B. LITERAL COMPREHENSION Reading/Listening for the Explicit Meaning	
1. Reading material up to grade level readability (about 36 DRP or TRI units) with good comprehension. NOTE: In order to read a passage like this one, students obviously need to have learned letter sounds, letter combinations, and basic words. But there is no consensus in the field of reading on which of several beginning reading strategies works best. Rather than limiting teachers to one strategy, this curriculum focuses on the outcome on which all methodologies converge - children's ability to read connected prose or poetry with understanding. Decisions on how to get to this point are left to the best judgment of educators in each school.	1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from Analytical Reading Inventory (Woods and Moe, Merrill, 1977) and answering several questions with accuracy at the instructional level or above. I found a lost baby turtle. I took him home so he could live in my house. A friend gave me his prize rabbit. I took the rabbit home to live in my house. I found a lost duck so I took her home too. I saw a little, cold blackbird and took him home. Then, I saw a cow who looked so sad. I took her home! But Mom said, "No! No! Not a cow!" (37 TRI units)
2. Identifying the main idea.	2. What would be a good title for this story? -A House Full of Animals -A Cold Blackbird -My First Day at School
3. Identifying details: time, setting, explicit traits of characters, main events, etc.	3. What animal did Mom not want in the house?
4. Identifying the sequence of two or three events.	4. Which animal came home first, the turtle or the rabbit?
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction.	1. Do you think this story was real or make-believe? How do you know?
2. Identifying key points in a story - saddest or happiest point, climax, etc.	2. What was the funniest point in this story?

LEVEL ONE D, E, F

D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. What pets do you have at home? Has your mother ever refused to let you have a certain pet?
2. Predicting a further outcome or logical conclusion.	2. (On an interrupted story) What do you think is going to happen next?
E. VOCABULARY BUILDING Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing and speaking.
2. Identifying words that mean the same, mean the opposite, and rhyme.	2. What is the opposite of these words from the story: sad, little, cold Think of a word that means the same as these words from the story: friend, Mom Think of two words that rhyme with this word from the story: cow
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, and whole-word recognition.	3. In the first line of the story, what is the meaning of the word baby?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: The boy had (for/four) pets.
F. VARIETY OF WRITING	
1. Writing frequently and gaining experience with many kinds of writing. Below is a list of suggested activities for students at this level. They should be introduced with plenty of	1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

LEVEL ONE F, G, H

teacher support in spelling, writing, etc. alphabet books creative writing dictionaries labels for pictures, stories posters, signs questions	
G. WRITING - THE CRAFT	
1. Pre-writing: being able to collect and focus ideas for writing.	1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, field trips, etc.?
2. Presenting events or thoughts in sequence.	2,3 assessed through teacher reading of and comments on two or three-sentence pieces of writing, either written by students or dictated to someone else. Students should also be developing the ability to revise their writing.
3. Providing enough information.	
H. WRITING - MECHANICS AND USAGE	
1. Learning to spell basic words.	1-7 assessed through teacher reading of and comments on two or three-sentence pieces of writing, either written by students or dictated to someone else. Students should also be developing the ability to edit their writing according to these criteria (introduced as an objective at Level Four).
2. Developing skill in printing upper and lower case letters and basic words.	
3. Developing a beginning sense of good graphics: leaving adequate space between letters and words.	
4. Forming plurals of regular nouns by adding -s.	
5. Using correct end punctuation: putting a period at the end of each sentence.	
6. Capitalizing the first word in every sentence, people's names, and the pronoun I.	

LEVEL ONE H, I

7. Using basic contractions: don't, let's, can't, isn't...	
I. SPEAKING Oral Reading, Discussion, and Presentation	
1. Reading first grade passages aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness and clarity.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities and oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a nursery rhyme, poem, song, etc. and recite it with appropriate expression and few errors?
5. Being able to exchange ideas in small-group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class lessons and discussions?
7. Being able to make a brief presentation to classmates.	7. Teacher observation: Can the student make a brief show-and-tell presentation, re-tell or dramatize a story, or share an experience with classmates?

LEVEL ONE J

J. STUDY SKILLS

Locating, Organizing, and Retaining Information

1. Following oral or graphic directions.

1. Teacher observation: Can the student follow one or two-step directions, either spoken or graphic (arrows, symbols, etc.) involving: left/right, up/down, top/middle/bottom, under/over, above/below, front/back, on/off, before/after, in front of/behind, next to, inside/outside, between, around, at the corner, etc.

2. Asking for information.

2. Teacher observation: Can the student ask for materials and information in classroom activities?

3. Putting words in alphabetical order (up to five words with different first letters).

3. Write these words in alphabetical order:

paint
balloon
head
game
airplane

1. _____
2. _____
3. _____
4. _____
5. _____

4. Putting unorganized information into categories; sorting objects, pictures, or words by color, height, shape, types of animal, etc.

4. Put these words into four groups, one for names, one for objects, one for pet animals, and one for foods:

cat, Bobby, chair, pizza, Sue, dog, table, hot dog, Brenda, apple, cow, bed

pets	names	objects	foods

5. Using parts of a book to find information: page numbers under 100, title page for author's name and title, table of contents to locate a chapter or story.

6. Teacher observation: Can the student find the author's name and the title by looking at the cover and title page, and locate a chapter and story by using the table of contents?

6. Locating books of interest by browsing in a library.

6. Teacher observation: Can the student pick out books on subjects of personal interest by browsing in a library?

LEVEL ONE K

K. LANGUAGE STRUCTURE

Patterns and Nomenclature of English

1. Identifying a sentence as contrasted to words or syllables.

1. Which of these is a sentence?

   -the boy
   -The boy sang well.
   -well

LEVEL TWO

A. VARIETY OF MATERIAL

1. Listening to and reading a wide range of material appropriate to this level - folk tales, fables, tall tales, fairy tales, legends, myths, anecdotes, short stories, ghost stories, descriptions, story poems, biography, rhymes, poems, songs, skits, plays, recipes, letters, etc. Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student hearing and reading a wide variety of material? Students might keep lists of books read.

Author	Title	Publisher	Pub. Date
Aardema	Why Mosquitos Buzz in People's Ears	Dial	1978
Abramowitz	Winifred	Steck-Vaughn	1971
Ahlberg	Funny Bones	Greenwillow	1981
Berends	Case of the Elevator Duck	Random	1978
Berenstain	Bike Lesson	Random	1964
Berenstain	Spooky Old Tree	Random	1964
Brenner	Wagon Wheels	Harper	1978
Briggs	Jim and the Beanstalk	Coward	1970
Boone-Jones	Martin Luther King Jr.	Childrens Press	1968
Brown, M.	Brementown Musicians	McGraw	1968
Cheng	Six Chinese Brothers	Holt	1979
Clifton	Black BC's	Dutton	1970
Clifton	Don't You Remember?	Dutton	1973
Eastman	Are You My Mother?	Random	1960
Freedman	Farm Babies	Holiday	1981
Friedrich	Easter Bunny That Overslept	Lothrop	1957
Gackenbach	Harry and the Terrible Whatzit	Seabury	1979
Galdone	Town Mouse and the Country Mouse	McGraw	1971
Giff	Today Was a Terrible Day	Viking	1980
Giovanni	Spin a Soft Black Song	Hill	1971
Grossman	Black Means:	Farrar	1970
Haley	A Story a Story	Atheneum	1970
Hoban	Arthur's Christmas Cookies	Harper	1972

LEVEL TWO A

Hoban	Baby Sister for Francis	Harper	1976
Kahl	Dutchess Bakes a Cake	Scribner	1955
Kahl	Plum Pudding for Christmas	Scribner	1956
Keats	Jennie's Hat	Harper	1966
Keats	Little Drummer Boy	MacMillan	1968
Koshland	Magic Lollipop	Knopf	1973
Lionni	Inch by Inch	Astor-Honor	1962
Marshall	George and Martha	Houghton	1972
McGovern	Too Much Noise	Houghton	1967
Ness	Do You Have the Time, Lydia?	Dutton	1974
O'Hagan	It's Easy to Have a Snail Visit You	Lothrop	1981
O'Hagan	It's Easy to Have a Caterpillar Visit You	Lothrop	1981
O'Hagan	It's Easy to Have a Worm Visit You	Lothrop	1981
Parish	Dinosaur Time	Harper	1974
Payne	Katy-No-Pocket	Houghton	1967
Pomerantz	Tamarindo Puppy and Other Poems (Spanish and English)	Greenwillow	1980
Rey	Curious George Rides a Bike	Houghton	1952
Rey	Curious George Goes to the Hospital	Houghton	1966
Scott	Sam	McGraw	1967
Sendak	Where the Wild Things Are	Harper	1953
Seuss	Cat in the Hat	Random	1957
Seuss	Cat in the Hat Comes Back	Random	1958
Seuss	How the Grinch Stole Christmas	Random	1957
Steptoe	Daddy Is a Monster... Sometimes	Lippincott	1980
Steptoe	Stevie	Harper	1969
Stevenson	That Terrible Halloween Night	Greenwillow	1980
Sutherland	Playtime in Africa	Atheneum	1962
Thomas	Willie Blows a Mean Horn	Harper	1981
Udry	Mary Jo's Grandmother	Whitmas	1970

LEVEL TWO A, B

Udry	Tree Is Nice	Har-Row	1956
Ungerer	Crictor	Harper	1969
Untermeyer	Golden Treasury of Poetry	Golden Press	1959
Viorst	Alexander and the Terrible .....Day	Atheneum	1972
Viorst	Tenth Good Thing About Barney	Atheneum	1972
Weil	Fat Ernest	Parents	1973
Waterton	Salmon for Simon	Atheneum	1980
Westcott	I Know an Old Lady Who Swallowed a Fly	Little	1980

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade-level readability (about 38 DRP or TRI units) with good comprehension.

NOTE:
In order to read a passage like this one, students obviously need to have learned letter sounds, letter combinations, and basic words. But there is no consensus in the field of reading on which of several beginning reading strategies works best. Rather than limiting teachers to one strategy, this curriculum focuses on the outcome on which all methodologies converge - children's ability to read connected prose or poetry with understanding. Decisions on how to get to this point are left to the best judgment of educators in each school.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from The College Board and answering several questions with accuracy at the instructional level or above.

A bird's wings are well-shaped for flight. The wing is curved. It cuts the air. This helps lift the bird. The feathers are light. But they are strong. They help make birds the best fliers. A bird can move them in many directions. Birds move their wings forward and down. Then they move them up and back. This is how they fly. The tail feathers serve as a brake. They also aid in steering.

(38 DRP units)

LEVEL TWO B, C, D

2. Identifying the main idea.	2. What would be a good title for this passage? -Where Birds Fly in the Winter -What Birds Eat -How Birds Fly
3. Identifying details: time, setting, explicit traits of characters, main events, etc.	3. How does a bird's tail help it fly?
4. Identifying the sequence of up to four events or ideas.	4. When they fly, birds first move their wings _____ and then they move them _____.
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction.	1. Do you think the passage about birds is true or make-believe? Why?
2. Identifying key points in a passage - climax, saddest or happiest part, etc.	2. (On a different passage) What do you think is the saddest/happiest/most exciting part? Why?
3. Inferring traits, feelings, and motives of characters from what they say or do, citing evidence from the text.	3. (On a different passage) From what he did in the story, would you say the boy was brave or cowardly? Why?
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. What have you noticed about the way birds fly? Do some birds fly differently from others? What new facts about birds' flying did you learn from this passage?
2. Predicting a further outcome or logical conclusion.	2. (On an open-ended or interrupted story) What do you think will happen now?

LEVEL TWO E, F

E. VOCABULARY BUILDING Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4) and in the use of words in writing and speaking.
2. Identifying words that mean the same, mean the opposite, and rhyme.	2. Think of a word that means the opposite of these words from the passage: light, down
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. In the third line of the passage, what is the meaning of the word feathers?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: She ran as quickly as a (dear/deer).
5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word light in the third line of the passage. Which of these meanings does it have here: -a bulb or fixture that shines -not heavy
6. Using a beginning dictionary to find words and copy definitions.	6. (Given a beginning dictionary) Find the word light and copy down the meanings given.
F. VARIETY OF WRITING	
1. Writing frequently and gaining experience with many kinds of writing. Below is a list of suggested activities for students at this level. They should be introduced with plenty of teacher support in spelling, writing, etc. alphabet books cartoons, comics creative writing descriptions dialogues diaries dictation dictionaries	1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

LEVEL TWO F, G, H

directions dreams ghost stories haiku jokes journals labels laws, rules thank you notes lists messages monster stories notes posters, signs puzzles (word search, crossword, etc.) questions recipes short stories story endings	
G. WRITING - THE CRAFT	
1. Pre-writing: being able to collect and focus ideas for writing.	1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, field trips, etc.?
2. Presenting events or thoughts in sequence.	2,3 assessed through teacher reading of and comments on three or four-sentence pieces of original writing (see suggested writing activities above). Students should also be revising their writing (introduced formally Level Four).
3. Providing enough information.	
H. WRITING - MECHANICS AND USAGE	
1. Using correct spelling, including abbreviations (Mr., Mrs., etc.).	1. 1-7 assessed through teacher reading of and comments on three or four-sentence pieces of writing, also through dictation of short passages to students (see suggested writing activities above). Students should also be editing their writing according to these criteria (introduced formally Level Four).
2. Refining skill in printing clearly and legibly using upper and lower case letters.	
3. Using good graphics: leaving enough space between letters and words, leaving appropriate margins, and improving overall neatness of papers.	
4. Using correct plurals of regular nouns (adding -s), correct past tenses of regular verbs (adding -ed or -d), and correct past tenses of some irregular verbs (am/was, go/went, see/saw, eat/ate, give/gave, take/took, etc.).	

LEVEL TWO H, I

5. Using correct end punctuation for sentences: putting a period at the end of every "telling" sentence and a question mark at the end of every "asking" sentence.	
6. Using correct capitalization: putting capital letters at the beginning of each sentence, proper noun, day of the week, month, and the pronoun I.	
7. Using correct contractions: don't, let's, can't, isn't, couldn't, didn't, I'll, I've, wasn't, won't, etc.	

I. SPEAKING

Oral Reading, Discussion, and Presentation

1. Reading second grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness and clarity.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities and oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a rhyme, song, poem, etc. and recite it with appropriate expression and few errors?
5. Being able to exchange ideas in small-group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class lessons and discussions?

LEVEL TWO I, J

7. Being able to make a brief presentation to classmates: -with appropriate loudness and clarity -presenting events or thoughts in sequence -providing enough information -staying focused on the topic	7. Teacher observation: Can the student make a show-and-tell presentation, re-tell or dramatize a story, act out a dialogue, or share an experience with classmates - judged by the four criteria in the left-hand column.
J. STUDY SKILLS Locating, Organizing, and Retaining Information 1. Following directions, oral and written.	1. Teacher observation: Can the student follow two and three-step directions, either spoken or written, involving left/right, up/down, top/middle/bottom, under/over, above/below, front/back, on/off, before/after, in front of/behind/next to, inside/outside, between, around, at the corner, etc.
2. Asking for information.	2. Teacher observation: Can the student ask for materials and information in classroom activities and outings?
3. Putting words in alphabetical order (up to five words, some with the same first letter).	3. Write these words in alphabetical order: popcorn truck painter woman wagon 1._____ 2._____ 3._____ 4._____ 5._____
4. Putting unorganized information into categories, rank order, etc.	4. Write these words in pairs of things that belong together: chipmunk, neck, basketball, breakfast, deer, face, baseball, supper | | | | | | | | | |
5. Using parts of a book to find information: page numbers, title page, table of contents, cover.	5. Teacher observation: Can the student locate important information about a book: title, author, chapter pages, etc.?

LEVEL TWO J, K

6. Locating books of interest by browsing in a library.	6. Teacher observation: Can the student pick out books on subjects of personal interest by browsing in a library?
K. LANGUAGE STRUCTURE Patterns and Nomenclature of English 1. Identifying "telling" and "asking" sentences.	1. Put a period at the end of the "telling" sentence and a question mark at the end of the "asking" sentence: -Where is my dog -I am twelve feet tall
2. Identifying compound words, prefixes (un-, de-), and word endings (-s, -es, -ed, -ing, -er, -est, -ful, -ly, -'s).	2. Circle the compound word in this sentence: -The doghouse was covered with snow. Circle the prefix and tell what the whole word means: -unhappy _____ Circle the word ending on each word: -rivers -Sally's -useful -returned -printer -sadly
3. Identifying nouns and verbs in simple sentences.	3. Circle the noun in this sentence: -The turtle swam away. Circle the verb in this sentence: -Her brother broke the window.
4. Counting the number of syllables in one, two, or three-syllable words.	4. How many syllables in each word? maybe__ basketball__ glove__

LEVEL THREE

A. VARIETY OF MATERIAL

1. Reading and listening to a wide range of material appropriate to this level - narrative, lyric, dramatic, expository, and procedural (see circle graph in the Introduction). Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student reading and hearing a wide variety of material? Students might keep lists of books and other material read.

Author	Title	Publisher	Pub. Date
Aardema	Who's in Rabbit's House	Dial	1977
Anderson	Izzard	Scribner	1973
Asbjornsen	Runaway Pancake	Larouse	1980
Bales	Kevin Cloud, Chippewa Boy in the City	Reilly	1972
Balian	Animal	Abington	1965
Bartoli	Nonna	Harvey	1975
Belpre	Santiago	Warne	1969
Belpre	Oté: A Puerto Rican Folktale	Pantheon	1969
Boone-Jones	Martin Luther King Jr.	Childrens Press	1968
Brenner	Wagon Wheels	Harper	1978
Briggs	Jim and the Beanstalk	Coward	1970
Brown, M.	Stone Soup	Scribner	1947
Bryan	Beat the Story Drum Pum-Pum	Atheneum	1979
Bulla	What Makes a Shadow	Crowell	1962
Carruth	She Wanted to Read: Story of Mary McLeod Bethune	Abingdon	1966
Cheng	Six Chinese Brothers	Holt	1979
Chernoff	Puppet Party	Walker	1972
Clifton	All Us Come Across the Water	Holt	1973
Clifton	Black BC's	Dutton	1970
Clifton	Boy Who Didn't Believe in Spring	Dutton	1978
Clifton	My Friend Jacob	Dutton	1980
Dobrin	Josephine's 'magination	Scholastic	1975
Freeman	Do You Know About Stars?	Random	1970
Gackenbach	Harry and the Terrible Whatzit	Seabury	1977
Galdone	King of the Cats: A Ghost Story	Houghton	1980

LEVEL THREE A

Giff	Today Was a Terrible Day	Viking	1980
Giovanni	Vacation Time: Poems for Children	Morrow	1980
Gray	Send Wendell	McGraw	1974
Greenfield	Grandma's Joy	Colliers	1980
Grossman	Black Means:	Farrar	1970
Hancock	Old Blue	Putnam	1981
Heyward	Country Bunny and Gold Shoes	Houghton	1974
Hoban	Arthur's Christmas Cookies	Harper	1972
Hopkins	City Talk	Knopf	1969
Huntington	Let's Look at Insects	Doubleday	1969
Keats	My Dog Is Lost	Scholastic	
Keats	John Henry	Pantheon	1965
Koshland	Magic Lollipop	Knopf	1973
Livingston	O Frabjous Day: Poetry for Holidays	Atheneum	1977
Lobel	Fables	Harper	1980
MacLachlan	Through Grandpa's Eyes	Harper	1980
Martel	Yagua Days	Dial	1976
Monjo	Drinking Gourd	Harper	1970
Myers	Fly, Jimmy, Fly	Putnam	1974
O'Hagan	It's Easy to Have a Snail Visit You	Lothrop	1981
O'Hagan	It's Easy to Have a Caterpillar Visit You	Lothrop	1981
O'Hagan	It's Easy to Have a Worm Visit You	Lothrop	1981
Ness	Do You Have the Time, Lydia?	Dutton	1974
Ness	Sam, Bangs and Moonshine	Holt	1966
Parish	Amelia Bedelia	Harper	1963
Parish	Play Ball, Amelia Bedelia	Harper	1972
Selsam	How Kittens Grow	Four Winds	1975
Selsam	How Puppies Grow	Four Winds	1972
Seuss	And to Think That I Saw It on Mulberry Street	Random	1937
Sharmat	Nate the Great	Coward	1972
Sharmat	Nate the Great Goes Under Cover	Coward	1974
Shearer	Billy Joe Jive and the Case of the Missing 10-Speed Bike	Delacorte	1976

LEVEL THREE A, B

Shearer	Billy Joe Jive and the Case of the Sneaker Snatcher	Delacorte	1977
Sonneborn	I Love Gram	Viking	1971
Steptoe	Daddy Is a Monster...Sometimes	Lippincott	1980
Steptoe	Stevie	Harper	1969
Taylor	Song of the Trees	Dial	1975
Thomas	My Street's a Morning Cool Street	Harper	1976
Thomas	Willie Blows a Mean Horn	Harper	1981
Udry	What Mary Jo Wanted	Whitman	1968
Untermeyer	Golden Treasury for Children	Golden	1959
Viorst	Alexander and the Terrible... Day	Atheneum	1972
Viorst	My Mama Says There Aren't Any Ghosts	Atheneum	1973
Viorst	Tenth Good Thing About Barney	Atheneum	1972
Welber	The Train	Pantheon	1972
Yarbrough	Cornrows	Coward	1979
Yashima	Crow Boy	Viking	1955
Zemach	Judge	Farrar	1969
Zaffo	Airplanes, Trucks, and Trains	Grosset	1966

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade-level readability (about 41 DRP or TRI units) with good comprehension. This includes being able to read cursive writing.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from Analytical Reading Inventory (Woods and Moe, Merrill, 1977) and answering several questions with accuracy at the instructional level or above.

"Look out, you'll get hit!" I yelled as Shep ran across the busy road. "Thud!" was the noise I heard, and then I saw my pup lying in the street. "Oh no!" I shouted. I felt scared inside.

"Shep is my best friend!" I wanted to cry out. I knew that he was hurt, but

LEVEL THREE B, C

	he'd be all right if I could get help fast. I knew I had to be brave. "Mom! Dad!" I yelled as I ran straight home. I tried to fight back the tears. But they started rolling down my face anyway as I blasted through the door. "Shep has been hit, and he's badly hurt!" I cried out. "Please hurry and help him!" (42 TRI units)
2. Identifying the main idea.	2. What would be a good title for this story? -The Best Day of My Life -Shep's Terrible Accident -My Best Friend
3. Identifying details: time, setting, explicit traits of characters, main events, etc.	3. Where was Shep hit? Why did the child run home?
4. Identifying the sequence of up to four events or ideas.	4. Arrange these events from the story in the order in which they happened: -The child runs home. -Shep is hit by a car. -The child yells "Look out!" -The child asks Mom and Dad to come help Shep.
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction.	1. (On a different passage) Do you think this passage is fiction or non-fiction? Why?
2. Identifying key points in a passage - saddest, happiest, most exciting, etc.	2. What was the saddest part of the story about Shep? Why?
3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence from the text.	3. How did the child feel about Shep being hit? How do you know?

LEVEL THREE C, D, E

4. Inferring cause and effect relationships within a passage.	4. What made the child run home?
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Has a pet of yours ever been injured? How did you feel? Was your reaction similar to the child in this story?
2. Predicting a further outcome or logical conclusion.	2. What do you think happened to Shep in the story? What do you think the child's parents will do?
3. Telling fact from opinion.	3. Write whether each of these statements about the story is fact or opinion: -The child was wrong to leave the scene of the accident. -The dog was seriously hurt.
E. VOCABULARY BUILDING Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (G-5), and in the use of words in speaking.
2. Identifying synonyms and antonyms for words in context.	2. What is a synonym for the word <u>yelled</u> in the first line of this story?
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. In the second line of the story, what is the meaning of the word <u>busy</u>?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: I can't believe I ate the (whole/hole) thing!

LEVEL THREE E, F, G

5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word cry in the seventh line of the story. Which of these meanings does it have in this sentence? -to shed tears; to weep -to shout; to call out loudly
6. Using a beginning dictionary to find the meaning of unfamiliar words where other strategies fail.	6. (Given a beginning dictionary) Look up the word brave and write down the meaning that applies to this story.

F. VARIETY OF WRITING

1. Writing frequently and gaining experience with many kinds of writing.

   Below is a list of suggested activities for students at this level:

advertisements, commercials
alphabet books
anecdotes
arguments
articles
autobiographies
book reports
cartoons, comics
creative writing
descriptions
dialogues
diaries
dictation
dictionaries
directions
dreams
fables
fairy tales
film scripts
folk tales
ghost stories
haiku
jingles
jokes
journals
labels
legends
letters: fan
friendly
thank you
lists
messages
monster stories
myths
notes
posters, signs
proverbs
puzzles (word search, crossword, etc.)
questions
recipes
riddles
short stories
skits
sports articles
story endings
tall tales
yarns

1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

G. WRITING - THE CRAFT

1. Pre-writing: being able to collect and focus ideas for writing.

1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, field trips, reading, etc.

LEVEL THREE G, H

2. Presenting events or thoughts in a logical sequence.	2-6 assessed through focused holistic scoring of one or two-paragraph pieces of original writing (see suggested writing activities above). Students should also be revising their writing (introduced as an objective at Level Four).
3. Providing enough information; showing knowledge of the subject.	
4. Staying focused on the topic and the audience (showing an awareness of the intended readers).	
5. Making vivid and non-repetitive use of words.	

H. WRITING - MECHANICS AND USAGE

1. Using correct spelling, including abbreviations.	1-10 assessed through focused holistic scoring of one or two-paragraph pieces of writing, also through dictation of short passages to students (see suggested writing activities above). Students should also be editing their writing according to these criteria (introduced as an objective at Level Four).
2. Using legible cursive or italic handwriting (see Introduction for an explanation of the italic option).	
3. Using good graphics: margins, spacing, paragraph indenting, and overall neatness.	
4. Using correct plurals of nouns needed for writing: -regular nouns add -s (shoe/shoes) -nouns ending in -y change the y to i and add -es (navy/navies) -nouns ending in -f and -fe change those endings to -ves (elf/elves, wife/wives) -irregular nouns: man/men, woman/women, child/children, tooth/teeth, etc. Using correct past tenses of verbs needed for writing: -regular verbs add -ed or -d (leak/leaked, prove/proved) -verbs ending in -y change the y to i and add -ed (carry/carried) -some verbs double the final consonant (pin/pinned, beg/begged) -irregular verbs: am/was, have/had, do/did, come/came, etc.	

LEVEL THREE H

5. Using correct punctuation:
   - -putting a period, question mark, or exclamation mark at the end of every sentence
   - -putting a period after abbreviations and initials (Ms., U.S.A.)
   - -putting commas after the salutation and closing of a friendly letter (Dear Sid, Love,), after dates and days (June 4, 1982), between cities and states (Boston, Mass.), before or after a direct quotation ("Look at this," she said.), and between items in a series (He brought pears, peaches, and apples.).
   - -putting quotation marks around a single direct quotation ("Now hear this!" said the captain.)

6. Using correct capitalization:
   - -for the first word in every sentence
   - -for proper nouns
   - -for days of the week, months, and holidays
   - -for the pronoun I
   - -for the salutation, closing, and address of a friendly letter
   - -for the first word in a direct quotation
   - -for the title of a book or movie (except for minor words such as of, in, etc.)
   - -for a person's title (President, Queen, etc.)

7. Using correct contractions and possessives of singular nouns (add 's - Sheila's hat, Charles's car)

8. Avoiding subject/verb disagreement (e.g. The boy were sick.)

9. Avoiding sentence fragments and run-ons (e.g. The running horse. It escaped and no one could catch it and it ran for miles before getting tired.)

10. Avoiding slang (Can you dig what I'm saying?).

LEVEL THREE H, I

11. Using the correct form for a friendly letter, including addressing the envelope: Sender's address Date Salutation, Message..... .... Closing, Signature Sender's Name and Address Stamp Name and Address of Recipient	11. Write a friendly letter that includes the six elements in the correct format, and address an envelope in which to send the letter.
I. SPEAKING Oral Reading, Discussion, and Presentation	
1. Reading third grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness and clarity.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities and oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a poem, song, or other passage and recite it with appropriate expression and few errors?

LEVEL THREE I, J

5. Being able to exchange ideas in group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class lessons and discussions?
7. Being able to make a brief presentation to classmates: -with appropriate loudness and clarity -presenting events or thoughts in a logical sequence -providing enough information: showing knowledge of the subject -staying focused on the topic -showing awareness of the audience -making vivid and non-repetitive use of words (Note: these criteria parallel the objectives for Writing - The Craft at this level.)	7. Teacher observation: Can the student re-tell or dramatize a story, act out a dialogue, or share an experience or project with classmates - judged by the six criteria in the left-hand column?
8. Minimizing the use of slang and subject/verb disagreement in formal interactions.	8. Teacher observation: Can the student "edit out" these forms of non-standard usage in formal situations?
J. STUDY SKILLS Locating, Organizing, and Retaining Information	
1. Following and giving directions, oral and written.	1. Teacher observation: Can the student follow multi-step directions, oral and written? Can the student give directions for simple activities like making a sandwich, playing a game, etc.?
2. Asking for information.	2. Teacher observation: Can the student ask for materials and information in classroom activities and outings?
3. Putting words in alphabetical order (up to six words, some with the same first two letters).	3. Write these words in alphabetical order: potato pencil soup soap pole pea 1._____ 4._____ 2._____ 5._____ 3._____ 6._____

LEVEL THREE J, K

4. Putting unorganized information into categories, rank order, etc.	4. Write these words in groups of things that belong together: table, house, orange, chair, baseball, apple, bed, football, church, hockey, teepee, pear
5. Using parts of a book to find information: cover, title page, table of contents, and index.	5. Teacher observation: Can the student use the index of a book to locate page numbers for specific topics?
6. Locating books of interest in a library by browsing and using signs (fiction, non-fiction, biography, sports, etc.).	6. Teacher observation: Can the student pick out books on subjects of personal interest by browsing and using signs in a library?
K. LANGUAGE STRUCTURE Patterns and Nomenclature of English 1. Identifying four kinds of sentence: a. sentences that give information b. sentences that ask a question c. sentences that give an order or make a request d. sentences that show strong feeling	1. By each sentence, write whether it: gives information, asks a question, gives an order, or shows strong feeling: -Look out, you'll get hit! _____ -I can see the plane now. _____ -Go to your room. _____ -Why are there no napkins? _____
2. Identifying compound words, prefixes (un-, de-, re-, and dis-) and their meanings, and word endings (-s, -es, -ed, -ing, -er, -est, -ful, -ly, -'s, less, -ment, -ness, -y). (Applied in E-3)	2. Circle the compound word: -The workman charged fifty dollars. Circle the prefix and tell what the word means: rewrite _____ Circle the word ending of each word: -happiness -badly -fullest -payment
3. Identifying nouns and verbs and substituting pronouns for nouns.	3. Write an N under each noun and a V under each verb: -The car skidded and crashed into the tree.

LEVEL THREE K

	Write a pronoun for the underlined words: -<u>The woman</u> jumped into the car.
4. Breaking words appropriate to this level into syllables.	4. Divide these words into syllables by drawing diagonal lines: -chatter -gather -bedroom -adventure

LEVEL FOUR

A. VARIETY OF MATERIAL

1. Reading and listening to a wide range of material appropriate to this level - narrative, lyric, dramatic, expository, persuasive, and procedural (see circle graph in the Introduction). Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student reading and hearing a wide variety of material? Students might keep lists of books and other material read.

Author	Title	Publisher	Pub. Date
Ames	Draw, Draw, Draw	Doubleday	1976
Adams	Great Negroes: Past and Present	Afro-Am	1976
Aesop	Aesop's Fables (Untermeyer)	Golden	1963
Bales	Kevin Cloud, Chippewa Boy in the City	Reilly	1972
Barth	Shamrocks, Harps and Shille-leaghs, a Story of St. Patrick's Day Symbols	Seabury	1977
Baum	Wizard of Oz	Reilly	
Blue	Grandma Didn't Wave Back	Watts	1972
Blume	Tales of a Fourth Grade Nothing	Dutton	1972
Boni	Fireside Book of Folk Songs	Simon	1947
Bonner	Penguin Year	Delacorte	1980
Brooks	Bronzeville Boys and Girls	Harper	1956
Bryan	Walk Together Children - Black American Spirituals	Atheneum	1974
Cerf	Riddle Books	Random	
Charlip	Handtalk (Sign Language)	Parents	1974
Cleary	Ramona the Pest	Morrow	1968
Cleary	Ramona and Her Father	Morrow	1977
Cleary	Ramona and Her Mother	Morrow	1979
Clifton	Black BC's	Dutton	1970
Corbett	Lemonade Trick	Little	1960
Corbett	Disappearing Dog Trick	Little	1963
Davis	Giant Book of Sports	Grosset	1967
Felton	Mumbet, Story of Elizabeth Freeman	Dodd	1970
Fenner	Skates of Uncle Richard	Random	1978

LEVEL FOUR A

Franchere	Cesar Chavez	Crowell	1973
Fritz	Who's That Stepping on Plymouth Rock?	Coward	1975
Gag	Tales from Grimm	Coward	1936
Gag	More Tales from Grimm	Coward	1947
Gallob	City Leaves, City Trees	Scribner	1972
Gilson	Dial Leroi Rupert, D.J.	Lothrop	1979
Girion	Misty and Me	Scribner	1979
Goble	Girl Who Loved Wild Horses	Bradbury	1978
Goldreich	What Can She Be? A Veterinarian	Lothrop	1972
Goodsell	Daniel Inouye	Crowell	1977
Cole	My Puppy Is Born	Morrow	1973
Goodsell	Eleanor Roosevelt	Crowell	1973
Gray	Send Wendell	McGraw	1974
Greenfield	Rosa Parks	Crowell	1973
Haviland	Fairy Tale Treasury	Coward	1972
Herbert	Mr. Wizard's Supermarket Science	Random	1980
Hornblow	Animals Do the Strangest Things	Random	1964
Hornblow	Insects Do the Strangest Things	Random	1968
Hornblow	Reptiles Do the Strangest Things	Random	1968
Horvath	Jasper and the Hero Business	Watts	1977
Jordan	New Life, New Room	Crowell	1975
Kettelkamp	Magic Made Easy	Morrow	1981
Koshland	Magic Lollipop	Knopf	1973
LeShan	What Makes Me Feel This Way?	MacMillan	1972
Lewis	Making Easy Puppets	Dutton	1967
Lindgren	Pippi Longstocking	Viking	1950
Maclachlan	Arthur for the Very First Time	Harper	1980
Mann	My Dad Lives in a Downtown Hotel	Harper	1980
Martel	Yagua Days	Dial	1976
Mathis	Sidewalk Story	Viking	1971
May	Why People Are Different Colors	Holiday	1971

LEVEL FOUR A

McGovern	Sharks	Four Winds	1976
McGowen	Album of Dinosaurs	Random	1972
Miles	Annie and the Old One	Little	1971
Mohr	Felita	Dial	1979
Monjo	Drinking Gourd	Harper	1970
Myers	Dragon Takes a Wife	Bobbs-Merrill	1972
Myers	Fly, Jimmy, Fly	Putnam	1974
Newman	Changing Eskimos	Watts	1979
Paul	Kids Cooking: A First Cookbook for Children	Doubleday	1970
Peck	Soup and Other Books About Soup	Knopf	1974
Sattler	Holiday Gifts, Favors, and Decorations	Lothrop	
Sharmat	Nate the Great	MacMillan	1972
Shearer	Billy Jo Jive: Case of the Missing Pigeons	Delacorte	1980
Shearer	Billy Jo Jive: Case of the Sneaker Snatcher	Delacorte	1979
Smith	Taste of Blackberries	Crowell	1973
Sobol	Encyclopedia Brown, Detective	Elsevier-Nelson	1963
Sobol	Encyclopedia Brown Solves Them All	Elsevier-Nelson	
Sobol	Any Other Encyclopedia Brown Books	Elsevier-Nelson	
Steig	Sylvester and the Magic Pebble	Simon	1969
Stein	You and Your Pet: Cats	Lerner	1978
Stein	You and Your Pet: Dogs	Lerner	1978
Stoutenberg	American Tall Tales	Viking	1966
Syndham	Tales People Tell in China	Messner	1971
Taylor	Song of the Trees	Dial	1975
Weitzman	My Backyard History Book	Houghton	1974
Westman	Boston Picture Book	Houghton	1974
White	Charlotte's Web	Harper	1952
White	Meet John F. Kennedy	Random	1965
Wilder	Little House on the Prairie	Harper	1953
Wildsmith	Brian Wildsmith's Illustrated Bible Stories	Watts	1978
Williams	Danny Dunn, Time Traveler	McGraw	1964

LEVEL FOUR A, B

Williams	Danny Dunn and the Homework Machine	McGraw	1958
Wilson	Becky	Crowell	1966
Wiseman	Making Things	Little	1973
Wolf	Don't Feel Sorry for Paul	Lippincott	1974
Wyler	What Happens If? Science Experiments You Can Do Yourself	Walker	1973
Yarbrough	Cornrows	Coward	1979
Zim	Rocks and Minerals	Golden	1957

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade-level readability (about 45 DRP or TRI units) with good comprehension. This includes being able to read cursive writing.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from The College Board and answering several questions with accuracy at the instructional level or above.

A bark canoe proved to be better than a log canoe for several reasons. It hauled heavier loads. It glided more smoothly. A log canoe was hard to repair. But cracked, torn, or worn bark could be mended quickly. A bark canoe weighed less than a log canoe. It was so light a lone man could carry it. A log canoe could be no longer than a tree. But a bark canoe was different. It could be almost any length.

(43 DRP units)

2. Identifying the main idea.

2. There is one sentence in the paragraph above that tells what the paragraph is all about (topic sentence). Underline it.

3. Identifying details: time, setting, explicit traits of characters, main events, etc.

3. Which kind of canoe could be longer? Why?

LEVEL FOUR B, C , D

4. Identifying the sequence of up to five events or ideas.	4. In this passage, what is the third advantage of bark canoes?
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction and identifying basic genres of writing (tall tale, novel, biography, poem, play, essay, etc.).	1. Is the passage about canoes fiction or non-fiction? Would you call the passage a play, an essay, a biography, or a poem?
2. Identifying key points in a passage - climax, saddest or happiest part, etc.	2. (On a different passage) What is the climax of this story?
3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence from the text.	3. (On a different passage) How did the woman feel about her son leaving home? How do you know?
4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general relationships.	4. What was the difference in weight in bark and log canoes?
5. Distinguishing between the main plot and subplots or between the main argument and subsidiary arguments.	5. (On a different passage) Was the man's trip to San Francisco part of the main plot of this story, or a subplot?
6. Telling whether the writer or speaker intended to entertain, inform, or persuade.	6. Was the passage about canoes written to entertain, inform, or persuade?
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Have you ever paddled a canoe? What kind was it? What new things about canoes did you learn from this passage?
2. Predicting a further outcome or a logical conclusion.	2. (On a different passage) What do you think will happen now? or What conclusion do you draw from this passage?

LEVEL FOUR D, E

3. Telling fact from opinion.	3. Write whether each of these statements is fact or opinion: -Bark canoes are lighter than log canoes. -Bark canoes were more beautiful than log canoes.
4. Identifying a writer's or speaker's point of view, citing evidence.	4. Which kind of canoe do you think the person who wrote this passage believes is better? How can you tell?
E. VOCABULARY BUILDING Word Recognition and Word Meaning 1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (G-5), and in the use of words in speaking (I-7).
2. Identifying synonyms and antonyms for words in context.	2. What is a synonym for the word hauled in the third line of the passage?
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. What is the meaning of the word mended in the sixth line of the passage?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: She had (grown/groan) two inches over the summer.
5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word bark in the first line of the story. Which of these meanings does it have in this sentence? -a sound made by a dog -to speak sharply; to snap -the rough outer covering of a tree
6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed.	6. (Given a dictionary) Look up the word hauled and write the definition that applies to this passage.

LEVEL FOUR F, G

F. VARIETY OF WRITING

1. Writing frequently and gaining experience with many kinds of writing.

   Below is a list of suggested activities for students at this level:

advertisements, commercials
anecdotes
arguments
articles
autobiographies
ballads
biographies
book reports
cartoons, comics
creative writing
descriptions
detective stories
dialogues
diaries
dictation
dictionaries
directions, instructions
dreams
fables
fairy tales
film scripts
folk tales
ghost stories
haiku
jingles
jokes
journals
laws, rules
legends
letters: fan, friendly, thank you
limericks
lists
lyrical poems
messages
monologues
monster stories
myths
news articles
notes
parables
plays (one act or more)
posters, signs
profiles
proverbs
puzzles (word search, crossword, etc.)
questions
recipes
reports
riddles
short stories
skits
songs
sports articles
story endings
summaries
tall tales
yarns

1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

G. WRITING - THE CRAFT

1. Pre-writing: being able to collect and focus ideas for writing.

1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, field trips, reading, etc.

2. Writing with clarity; ideas are related and flow logically and in sequence.

2-7 assessed through focused holistic scoring of two or three-paragraph pieces of original writing (see suggested writing activities above).

LEVEL FOUR G, H

3. Showing knowledge of the subject; giving enough information.	
4. Staying focused on the topic, the purpose, and the audience (showing an awareness of the intended readers).	
5. Making vivid, non-repetitive, precise, and appropriate use of words.	
6. Using a variety of sentence types.	
7. Writing vividly by making comparisons to other settings (e.g. similes and metaphors).	
8. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others.	8. Teacher observation: Can the student re-work a piece of writing in response to self-criticism and/or others' comments.
H. WRITING - MECHANICS AND USAGE	
1. Using correct spelling, including abbreviations.	1-10 assessed through focused holistic scoring of two or three-paragraph pieces of writing, also through dictation of short passages to students (see suggested writing activities above).
2. Using cursive or italic handwriting that is easy to read (see Introduction for an explanation of the italic option).	
3. Using good graphics: spacing, margins, neatness, and paragraph indenting.	
4. Using correct plurals of nouns needed for writing: -regular nouns add -s (clock/clocks) -nouns ending in -y change the y to i and add -es (spy/spies) -nouns ending in -ey or -ay add -s (turkey/turkeys, play/plays) -nouns ending in -f and -fe change those endings to -ves (wolf/wolves)	

LEVEL FOUR H

-irregular nouns: goose/geese, mouse/mice, foot/feet, deer/deer, sheep/sheep, ox/oxen, etc.

Using correct past tenses of verbs needed for writing:
-regular verbs add -ed or -d (kick/kicked)
-verbs ending in -y change the y to i and add -ed (try/tried)
-some verbs double the final consonant (grin/grinned)
-irregular verbs: blow/blew, buy/bought, build/built, break/broke, bite/bit, catch/caught, cut/cut, draw/drew, drive/drove, eat/ate, feel/felt, fly/flew, fall/fell, grow/grew, give/gave, get/got, hit/hit, hear/heard, know/knew, leave, left, etc.

5. Using correct punctuation:
-putting a period, question mark, or exclamation mark at the end of every sentence
-putting periods in initials and abbreviations (Dr., Mass.)
-putting commas after the salutation and closing of a friendly letter (Dear Laura, Regards,), after dates and days (March 11, 1983), between cities and states (New York, New York), before or after a direct quotation (He said, "Let's go."), and between items in a series (She needed shoes, socks, and gloves.)
-putting quotation marks around direct quotations (Her mother exclaimed, "That's not fair!")

6. Using correct capitalization:
-for the first word in every sentence
-for proper nouns
-for days of the week, months, and holidays
-for the pronoun I
-for the salutation, closing, and address of a friendly letter
-for the first word in a direct quotation
-for the title of a book, movie, etc. (except for minor words - of, and, etc.)

LEVEL FOUR H

-for a person's title (Chairperson) -for races, nationalities, and religions (Catholic, American)	
7. Using correct contractions. Using correct possessives for singular nouns (adding 's - Harriet's) and plural nouns (adding ' - boys' game - except for irregular plurals such as men/men's, children/children's, etc.)	
8. Avoiding subject/verb disagreement (My friend have a new computer game.) and verb tense inconsistency (The boy went to school and falls asleep.).	
9. Avoiding sentence fragments and run-ons (Her aging father. He could barely see he walked with great difficulty he had severe arthritis he just liked to listen to the radio.)	
10. Avoiding double negatives (We don't want none) and slang (The dog croaked.)	
11. Using the correct form for a friendly letter, including addressing the envelope: Sender's address Date Salutation, Message..... .... Closing, Signature Sender's Name and Address / Stamp / Name and Address of Recipient	11. Write a friendly letter that includes the six elements in the correct format, and address an envelope in which to send the letter.
12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above (see proofreading marks in Appendix B, page 125).	12. Teacher observation: Can the student proofread a draft and catch errors in mechanics and usage?

LEVEL FOUR I

I. SPEAKING Oral Reading, Discussion, and Presentation	
1. Reading fourth grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 wds?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness, clarity, speed, and phrasing.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities and oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a poem, song, or other passage appropriate to this level and recite it with good expression and few errors?
5. Being able to exchange ideas in group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class activities?
7. Being able to make a presentation to classmates: -with appropriate loudness and clarity -presenting events or thoughts in a logical sequence -providing enough information; showing knowledge of the subject -staying focused on the topic -showing awareness of the audience -making vivid, non-repetitive, precise, and appropriate use of words -making comparisons to other settings (similes and metaphors) (Note: these criteria parallel the objectives for Writing - The Craft at this level.)	7. Teacher observation: Can the student re-tell or dramatize a story, share an experience, or make a report to his or her classmates - judged by the seven criteria in the left-hand column?

LEVEL FOUR I, J

8. Minimizing the use of slang, double negatives, incorrect plurals and past tenses, subject/verb disagreement, verb tense inconsistency, and other non-standard usage in formal interactions.	8. Teacher observation: Can the student "edit out" these forms of non-standard usage in formal situations?
J. STUDY SKILLS Locating, Organizing, and Retaining Information 1. Following and giving directions, oral and written.	1. Teacher observation: Can the student follow and give multi-step directions for various activities (recipes, follow a roadmap, getting to school, etc.)?
2. Asking for information.	2. Teacher observation: Can the student ask for information in class, on outings, and in research projects (including interviews, phone calls, etc.)?
3. Putting words in alphabetical order (up to ten words, some with the same first three letters).	3. Write these words in alphabetical order: Nebraska, New Hampshire, Massachusetts, California, Colorado, New York, Arizona, New Jersey, Arkansas, New Mexico 1._____ 6._____ 2._____ 7._____ 3._____ 8._____ 4._____ 9._____ 5._____ 10._____
4. Putting unorganized information into categories, rank order, etc.	4. Write these words in groups of things that belong together: shark, swimming, minnow, Jupiter, Rolls Royce, Earth, Thomas Jefferson, Mars, George Washington, Cadillac, running, trout, Uranus, Theodore Roosevelt, Volkswagen, tennis, Ford, Abraham Lincoln, cod, skiing
5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, and any charts or tables.	5. Teacher observation: Can the student locate information in a book using these parts?

LEVEL FOUR J, K

6. Locating books in a library by browsing, using signs, and using a layout map.	6. Teacher observation: Can the student pick out books for projects or for personal reading in a library?
7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.)	7. Teacher observation: Can the student use these reference sources to locate specific pieces of information?
K. LANGUAGE STRUCTURE Patterns and Nomenclature of English 1. Identifying declarative, interrogative, imperative, and exclamatory sentences.	1. By each sentence write whether it is declarative, interrogative, imperative, or exclamatory: -Send reinforcements immediately. -Oh no, she's not going to make it! -Washington D.C. is the nation's capital. -Why are you so late?
2. Identifying compound words; prefixes (en-, im-, in-, mis-, non-, pre-, sub-, super-) and their meanings; and word endings (-s, -es, -ed, -ing, -er, -est, -ful, -ly, -'s, -less, -ment, -ness, -y, -ar, -or, -less). (Applied in E-3)	2. Circle the compound word: -Heavy seas swamped the sailboat. Circle the prefix and tell what the word means: mistrust _____ Circle the word endings: -fearless -excitement -artful -fuller -filling -sadder
3. Identifying nouns, verbs, adjectives, and pronouns in sentences.	3. Write N under each noun, V under each verb, ADJ under each adjective, and PRO under each pronoun: -She lifted the enormous suitcase.
4. Breaking words appropriate to this level into syllables.	4. Divide these words into syllables by drawing a diagonal line: -friendship -anybody -dangerous
5. Identifying the simple subject and simple predicate of a sentence.	5. Underline the simple subject once and the simple predicate twice: -The old woman broke her hip.

LEVEL FOUR K

6. Identifying sentences written in the present and past tense, and converting sentences from one to the other.	6. Indicate whether each sentence is written in the present or the past tense: -She looked carefully at the diamond. -I am feeling a little queasy. Rewrite this sentence in the past tense: -He sees a boat on the horizon. _____

LEVEL FIVE

A. VARIETY OF MATERIAL

1. Reading and listening to a wide range of material appropriate to this level - narrative, lyric, dramatic, expository, persuasive, and procedural (see circle graph in the Introduction). Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student reading and hearing a wide variety of material? Students might keep lists of books and other material read.

Author	Title	Publisher	Pub. Date
Adams	Great Negroes Past and Present	Afro-Am.	1976
Adrian	Secret Neighbors; Wildlife in a City Lot	Hastings	1972
Ames	Draw Fifty Airplanes, Aircraft, and Spacecraft	Doubleday	1977
Babbitt	Tuck Everlasting	Farrar	1975
Bernheim	From Bush to City: A Look at the New Africa	Harcourt	1966
Bevans	Book of Reptiles and Amphibians	Doubleday	1979
Blumenthal	Handbook: All Kinds of Jokes, Tricks, Games with Your Hands	Doubleday	1976
Bradley	Holidays on Stage: A Festival of Special Occasion Plays	Dodd	1981
Brenner	Year in the Life of Rosie Bernard	Harper	1971
Brink	Caddie Woodlawn	MacMillan	1973
Burch	Ida Early Comes Over the Mountain	Viking	1980
Burch	Queenie Peavy	Viking	1966
Burger	All About Cats	Random	1966
Burger	All About Dogs	Random	1966
Calhoun	Katie John	Harper	1961
Calhoun	Depend on Katie John	Harper	1960
Carew	Third Gift	Little	1974
Carrington	Mammals	Burdett	1968
Clayton	Martin Luther King, Beautiful Warrior	Prentice	1969
Cleary	Henry Huggins	Morrow	1979
Cleary	Ramona the Brave	Morrow	1975

LEVEL FIVE A

Cleary	Ramona and Her Mother	Morrow	1979
Cleary	Other Ramona Books	Morrow	
Cleary	Ellen Tebbits	Dell	1979
Cobb	Science Experiments You Can Eat	Lippincott	1972
Coerr	Sadako and the Thousand Paper Cranes	Putnam	1977
Cole	Poems from Ireland	Crowell	1972
Cone	Crazy Crocheting	Atheneum	1981
Corrigan	Of Course You Can Sew	Doubleday	1970
[illegible]	Dinosaurs and More Dinosaurs	Four Winds	1968
Davidson	Frederick Douglass Fights for Freedom	Four Winds	1968
Davis	100 Greatest Sports Heroes	Grossett	
Delton	Kitty in the Middle	Houghton	1979
Delton	Kitty in the Summer	Houghton	1979
Edelson	Great Monsters of the Movies	Doubleday	1973
Farley	Black Stallion	Random	1941
Fenner	Skates of Uncle Richard	Random	1978
Fitzgerald	Great Brain	Dial	1967
Fitzgerald	Return of the Great Brain	Dial	1974
Fitzgerald	Other Great Brain Books		
Fletcher	Garfield; The Complete Cat Book	Random	1981
Freedman	Two Tickets to Freedom: The True Story of Ellen and William Craft, Fugitives	Simon	1971
Greene	Philip Hall Likes Me I Reckon Maybe	Dial	1974
Greene	Get on Out of Here, Philip Hall	Dial	1981
Greenfield	Honey I Love...	Crowell	1978
Gutman	Modern Basketball Superstars	Dodd	1975
Gutman	Modern Hockey Superstars	Dodd	1977
Gutman	Modern Women Superstars	Dodd	1977
Hamilton	Zeely	MacMillan	1971
Hansen	Gift-Giver	Houghton	1980
Haskins	From Lew Alcindor to Kareem Abdul Jabbar	Lothrop	1972
Hayden	Eight Black American Inventors	Addison	1972

LEVEL FIVE A

Hayden	Seven Black American Scientists	Addison	1972
Holman	Slake's Limbo	Scribner	1974
Hughes	Don't Turn Back	Knopf	1969
Hurmence	Tough Tiffany	Doubleday	1980
Isadora	Nutcraker	MacMillan	1981
Iverson	Louis Armstrong	Crowell	1976
Fritz	And Then What Happened, Paul Revere?	Coward	1973
Jaspersohn	Day in Life of A Television Reporter - WBZ-TV Dan Rea	Little	1981
Johnston	Paul Cuffee: America's First Black Captain	Dodd	1970
Kettlekamp	Magic Made Easy	Morrow	1954
Konigsburg	Jennifer Hecate..and Me	Atheneum	1967
Krementz	Very Young Dancer	Knopf	1976
Krementz	Very Young Gymnast	Knopf	1978
Krementz	Very Young Rider	Knopf	1977
Le Shan	Learning to Say Goodbye	MacMillan	1976
Lewis	Lion, the Witch and the Wardrobe	MacMillan	1951
Lewis	The Do It Better Book	Holt	1981
Lewis	Things Kids Collect	Holt	1981
Lowry	Anastasia Krupnick	Houghton	1979
Lowry	Anastasia Again	Houghton	1981
Macaulay	Castle	Houghton	1977
Macaulay	City	Houghton	1974
McGinley	Make It and Ride It	Harcourt	1949
Macken	Flight of the Doves	MacMillan	1969
Mann	My Dad Lives in a Downtown Hotel	Harper	1980
Martin	Everybody, Everybody: A Collection from the Paper Bag Players (Skits)	Nelson	1981
Mathis	Sidewalk Story	Viking	1971
McSwigan	Snow Treasure	Dutton	1942
Merrill	The Toothpaste Millionaire	Houghton	1974
Miles	Save the Earth: An Ecology Handbook for Kids	Knopf	1974
Mirsky	Thirty-One Brothers and Sisters	Dell	1969

LEVEL FIVE A

Mohr	Felita	Dial	1979
Myers	Dragon Takes a Wife	Bobbs	1972
Norton	Borrowers (and Other Stories About Them)	Harcourt	1953
Noslinger	Konrad	Watts	1977
Paterson	Great Gilly Hopkins	Crowell	1978
Paul	Kids Gardening	Doubleday	1972
Paul	Kids Cooking	Doubleday	1970
Robinet	Ride the Red Cycle	Houghton	1980
Rey	Find the Constellations	Houghton	1976
Rhodes	How to Read a City Map	Elk Grove	1968
Rock	House Without a Christmas Tree	Knopf	1974
Rockwell	How to Eat Fried Worms	Watts	1973
Rombauer	Cookbook for Girls and Boys	Bobbs	1952
Ross	Hand Puppets	Lothrop	1969
Ross	Puppet Shows Using Poems and Stories	Lothrop	1970
Sachs	Veronica Ganz	Doubleday	1968
Sattler	Dinosaurs of North America	Lothrop	1981
Schultz	Charlie Brown, Snoopy and Me and All the Other Peanuts Characters	Doubleday	1980
Selden	Cricket in Times Square	Farrar	1960
Selden	Chester Cricket's Pigeon Ride	Farrar	1981
Shuttlesworth	Gerbils and Other Small Pets	Dutton	1970
Simon	Treasury of Christmas Songs and Carols	Houghton	1955
Skold	Sacagawea	Dillon	1972
Smith	Taste of Blackberries	Crowell	1973
Sobol	Encyclopedia Brown Gets His Man	Nelson	1967
Sobol	Encyclopedia Brown Shows the Way	Nelson	1972
Sobol	Other Encyclopedia Brown Stories	Nelson	
	Star Wars	Random	1980
Steneman	Superman Book of Superhuman Achievements	Random	1981

LEVEL FIVE A, B

Stoutenberg	American Tall Tales	Viking	1966
Sullivan	Feeling Free	Addison	1978
Tamarin	We Have Not Vanished - Eastern Indians of the U.S.	Follett	1974
Taylor	Contemporary Classics	Golden	1974
Tobias	Marian Anderson	Crowell	1972
	Other Crowell Biographies	Crowell	
Walker	Langston Hughes	Crowell	1974
Walker	Illustrated Hockey Dictionary	Prentice	1978
Webb and West	Selma, Lord, Selma - Girlhood Memory of the Civil Rights Days	Univ. Alabama	1980
Weitzman	My Backyard History Book	Houghton	1974
White	Charlotte's Web	Harper	1952
Wilder	Little House on the Prairie	Harper	1953
Wilder	Little Town on the Prairie	Harper	1953
White	Meet John F. Kennedy	Random	1965
Yarbrough	Cornrows	Coward	1979
Zim	Rocks and Minerals	Golden	1957
Adoff	Malcolm X	Crowell	1970
Adoff	I Am the Darker Brother	MacMillan	1970

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade level readability (about 50 DRP or TRI units) with good comprehension.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from The College Board and answering several questions with accuracy at the instructional level or above.

Most creatures take great care to protect their eggs. The walking stick does not. It just drops its eggs, scattering them loosely on the ground. Dozens and dozens drop at a time. As the eggs fall onto dry leaves, they

LEVEL FIVE B, C

	sound like raindrops falling. Many of the eggs do not hatch. But enough do so that the walking sticks will not die out. They have existed on earth since before the era of the dinosaurs. (51 DRP units)
2. Identifying the main idea.	2. What was the main idea of this passage? -Raindrops keep falling on my head. -How the walking stick lays eggs. -Why walking sticks outlived dinosaurs.
3. Identifying details: time, setting, explicit traits of characters, main events, etc.	3. What do the eggs fall on? How many eggs does the walking stick drop at a time?
4. Identifying the sequence of up to five events or ideas.	4. What happens after the walking stick drops its eggs? Which appeared on the earth first, the dinosaurs or the walking sticks?
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction and identifying basic genres of writing.	1. Is the passage about walking sticks fiction or non-fiction? Is the passage a biography, an essay, a short story, or a poem?
2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc	2. Where in this passage does the writer prove that the walking stick's way of laying its eggs has been a successful method of reproduction?
3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence.	3. (On a different passage) Why did the man decide to get married? What evidence is there in the story?
4. Inferring cause and effect relationships in a passage; also similar/different, part/whole, specific/general relationships.	4. What is the result of the walking stick scattering its eggs loosely on the ground?

LEVEL FIVE C, D

5. Distinguishing between the main plot and subplots and the main argument and subsidiary arguments.	5. Is the sentence about the walking stick's eggs sounding like raindrops part of the main point of the passage?
6. Telling whether the writer or speaker intended to entertain, inform, or persuade.	6. What is the purpose of the passage about the walking stick: entertainment, information, or persuasion?
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Have you ever looked at insects' nests with eggs in them? Do you know the nesting habits of other insects? What did you learn about the walking stick from this passage?
2. Predicting a further outcome or a logical conclusion.	2. Judging from this passage, do you think the walking stick will soon become extinct? Why?
3. Telling fact from opinion.	3. Write whether each statement is fact or opinion: -Walking sticks scatter their eggs all over the ground. -Walking sticks are irresponsible mothers.
4. Identifying a writer's or speaker's point of view, citing evidence.	4. Which do you think best decribes the point of view of the person who wrote this passage? What makes you think so? -Walking sticks are rather uninteresting creatures. -Walking sticks should take better care of their eggs. -Walking sticks are an interesting example of how creatures reproduce.
5. Evaluating or appreciating a passage according to specific criteria, citing evidence from the text.	5. Is this a <u>clearly</u> written passage? What makes you say so?

LEVEL FIVE E, F

E. VOCABULARY BUILDING	
Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (G-5), and in the use of words in speaking (I-7).
2. Identifying synonyms and antonyms for words in context.	2. What is a synonym for the word creature in the first line of the passage?
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. What is the meaning of the word existed in the next-to-last line of the passage?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: He was (horse/hoarse) after cheering at the basketball game.
5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word earth in the next to last line of the passage. Which of these meanings does it have in this context? -the land surface of the world -soil -the third planet from the sun
6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed, and to find pronunciation.	6. (Given a dictionary) Look up the word era and write the definition that applies to this passage. Write a word that rhymes with era.
F. VARIETY OF WRITING	
1. Writing frequently and gaining experience with many kinds of writing. Below is a list of suggested activities for students at this level. advertisements, commercials anecdotes arguments articles autobiographies ballads biographies book reports book & film reviews	1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

LEVEL FIVE F, G

books	lists
comedy	lyrical poems
creative writing	messages
descriptions	monologues
detective stories	monster stories
dialogues	myths
diaries	narratives
dictation	news articles
dictionaries	notes
directions, instructions	obituaries
dreams	opinion articles
epics	parables
essays	plays (one act or more)
fables	posters, signs
fairy tales	precis
film scripts	profiles
folk tales	proverbs
ghost stories	puzzles (word search, crossword, etc.)
haiku	questions
interviews	recipes
jingles	reports
jokes	riddles
journals	short stories
laws, rules	skits
legends	songs
letters: business	sports articles
complaint	speeches
fan	story endings
to the editor	summaries
friendly	tall tales
thank you	yarns
limericks	

G. WRITING - THE CRAFT

1. Pre-writing: being able to collect and focus ideas for writing.	1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, interviews, field trips, reading, etc.
2. Writing with clarity: ideas are related and flow logically and in sequence.	2-11 assessed through focused holistic scoring of multi-paragraph pieces of original writing (see suggested writing activities above).
3. Showing knowledge of the subject; giving enough information.	

LEVEL FIVE G, H

4. Staying focused on the topic, the purpose and the audience (showing an awareness of intended readers).	
5. Making vivid, non-repetitive, precise, and appropriate use of words.	
6. Using a variety of sentence types.	
7. Writing vividly by making comparisons to other settings (e.g. similes and metaphors).	
8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly.	
9. Beginning paragraphs strongly (with topic or lead-in sentences).	
10. Organizing ideas within each paragraph around the central theme.	
11. Concluding paragraphs and passages effectively.	
12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others.	12. Teacher observation: Can the student re-work a piece of writing in response to self-criticism and/or comments from others?

H. WRITING - MECHANICS AND USAGE

1. Using correct spelling, including abbreviations.	1-10 assessed through focused holistic scoring of multi-paragraph pieces of writing, also through dictation of passages to students (see suggested writing activities above).
2. Using cursive or italic handwriting that is easy to read (see Introduction for an explanation of the italic option).	
3. Using good graphics: spacing, margins, neatness, and paragraph indenting.	

LEVEL FIVE H

4. Using correct plurals of nouns needed for writing:
   - -regular nouns add -s (sofa/sofas)
   - -nouns ending in -y change the y to i and add -es (memory/memories)
   - -nouns ending in -ey, -ay, etc. add -s (volley/volleys, ray/rays)
   - -nouns ending in -f and -fe change those endings to -ves (roof/rooves)
   - -nouns ending in -o, -ss, -sh, -ch, and -x add -es (church/churches, tax/taxes, mass/masses, tomato/tomatoes)
   - -irregular nouns: man/men, child/children, tooth/teeth, goose/geese, mouse/mice, foot/feet, deer/deer, sheep/sheep, ox/oxen, etc.

   Using correct past tenses of verbs needed for writing:
   - -regular verbs add -ed or -d (tickle/tickled)
   - -verbs ending in -y change the y to i and add -ed (multiply/multiplied)
   - -some verbs double the final consonant (hum/hummed)
   - -irregular verbs: bring/brought, drink/drank, do/did, fight/fought, go/went, have/had, is/was, meet/met, make/made, run/ran, ring/rang, ride/rode, read/read, sing/sang, sit/sat, sleep/slept, see/saw, stand/stood, throw/threw, say/said, etc.

5. Using correct punctuation:
   - -putting a period, question mark, or exclamation mark at the end of every sentence
   - -putting periods in initials and abbreviations (Mrs., U.S.S.R.)
   - -putting commas after the salutation and closing of letters (Dear Mr. Hendrix, Sincerely,), after dates and days (January 3, 1983), between cities and states (Hartford, Conn.), before and after direct quotations, including interrupted quotations ("Look," he said, "it's raining."), between items in a series (He lost his keys, his wallet, and his watch.), in compound sentences (It was a dark and stormy night, and the ship tossed and turned.),

LEVEL FIVE H

after direct address (Tom, come here for a moment.), and in sentences with introductory elements (Yes, I see what you mean.)
-putting quotation marks around direct quotations, including interrupted quotations ("I'm home," she cried, "but not for long.") and quotations with more than one sentence
-putting a colon after the salutation of a business letter (Dear Madam:)

6. Using correct capitalization:
-for the first word in every sentence
-for proper nouns
-for days of the week, months, and holidays
-for the pronoun I
-for the salutation, closing, and address of letters
-for the first word in a direct quotation
-for the title of a book, movie, etc., except for minor words (of, and, etc.)
-for a person's title (King, Queen)
-for races, nationalities, and religions (Negro, Irish, Hindu)
-for historical periods or events (the Civil War; the Renaissance)

7. Using correct contractions.

Using correct possessives for singular nouns (adding 's - Stanley's horse) and plural nouns (adding ' - girls' school - except for irregular plurals such as men/men's, children/children's)

8. Avoiding subject/verb disagreement (She don't know the answer.) and verb tense inconsistency (Yesterday we have spaghetti.)

9. Avoiding sentence fragments (A lovely sunny day.) and run-ons (He ran and they chased him and he tried to hide but they were too fast and caught him.)

10. Avoiding double negatives (She didn't lose no time) and slang (The old man was totally kooky.)

LEVEL FIVE H, I

11. Using the correct form for a friendly letter (see Level Four, H-11) and for a business letter, including addressing the envelopes: Sender's address Date Name and Address of Recipient Salutation: Message..... .... Closing, Signature Sender's Name and Address — Stamp Name and Address of Recipient	11. Write a friendly and a business letter with a short message, and address an envelope for each.
12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above (see proofreading marks in Appendix B, page 125).	12. Teacher observation: Can the student proofread a draft and catch errors in mechanics and usage?
I. SPEAKING Oral Reading, Discussion, and Presentation	
1. Reading fifth grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness, clarity, speed, and phrasing.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities or oral reading?

LEVEL FIVE I, J

4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a poem, song, or other passage appropriate to this level and recite it with good expression and few errors?
5. Being able to exchange ideas in group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class activities?
7. Being able to make a presentation to classmates: -with appropriate loudness and clarity -presenting events or thoughts in a logical sequence -providing enough information; showing knowledge of the subject -staying focused on the topic -showing awareness of the audience -making vivid, non-repetitive, precise, and appropriate use of words -making comparisons to other settings (similes and metaphors) -beginning and concluding parts of the presentation strongly -organizing ideas around themes or topics (Note: these criteria parallel the objectives for Writing - The Craft at this level.)	7. Teacher observation: Can the student share an experience or make a report to his or her classmates, judged by the nine criteria in the left-hand column?
8. Minimizing the use of slang, double negatives, incorrect plurals and past tenses, subject/verb disagreement, verb tense inconsistency, and other non-standard usage in formal interactions.	8. Teacher observation: Can the student "edit out" these forms of non-standard usage in formal situations?
J. STUDY SKILLS Locating, Organizing, and Retaining Information	
1. Following and giving directions, oral and written.	1. Teacher observation: Can the student follow and give multi-step directions for various activities (recipes, rules of a game, maps, etc.)?

LEVEL FIVE J, K

2. Asking for information in writing, by phone, or in person.	2. Teacher observation: Can the student ask for information in class, on outings, and in research projects (including interviews, phone calls, letters, etc.)?
3. Putting words in alphabetical order (up to fifteen words, some with the same first three letters).	3. Write these words in alphabetical order: Jones, Johnson, Antrim, Marsh, Brinton, Glenn, Turko, Joplin, Martin, Shaw, Pringle, Lee, Lewis, Crabtree, Leake
4. Putting unorganized information into categories, rank order, etc. and labeling the groups appropriately.	4. Write these words in groups of things that belong together. Then give a name to each group. fireplace, ice, collar, box, California, North Pole, button, pocket, North America, stove, refrigerator, South America, sphere, sleeve, Maine, South Pole, Massachusetts, cube, sun, Asia, Africa, radiator, furnace, lapel
5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, charts and tables, and glossary.	5. Teacher observation: Can the student locate information in a book using these parts?
6. Locating books in a library by browsing, using signs, using a layout map, or using the card catalogue.	6. Teacher observation: Can the student locate books for projects or for personal reading in a library using these aids?
7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.).	7. Teacher observation: Can the student use these reference sources to locate specific pieces of information?
K. LANGUAGE STRUCTURE Patterns and Nomenclature of English	
1. Identifying declarative, interrogative, imperative, and exclamatory sentences.	1. Label each sentence declarative, interrogative, imperative, or exclamatory. -Is this the last train?_____ -Please leave at once._____ -A watched pot never boils._____ -It's going to explode!_____

LEVEL FIVE K

2. Identifying compound words; prefixes (anti-, counter-, fore-, il-, ir-, mid-, pro-, trans-) and their meanings; word endings; and root words. (Applied in E-3)	2. Circle the compound word: -The news of the newborn baby caused great rejoicing. Circle the prefix and tell what the word means: foretell _____ Circle the word endings and underline the root words: -fully -handily -greatness
3. Identifying the parts of speech in sentences or in lists.	3. Indicate whether each group of words contains nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, articles, or interjections: -a, an, the _____ -silly, green _____ -truck, Asia _____ -badly, very, slowly _____ -grow, send, borrow _____ -he, them, its _____ -on, through, by _____ -Oh! Good grief! _____ -and, but, because _____
4. Breaking words appropriate to this level into syllables.	4. Divide these words into syllables by drawing diagonal lines: -terrify -underneath -innocent
5. Identifying the complete subject and complete predicate of a sentence.	5. Underline the complete subject once and the complete predicate twice: -Her aging uncle arrived last night.
6. Identifying sentences written in the present, past, and future tense, and converting sentences from one tense to another.	6. Indicate whether each sentence is written in the present, past, or future tense: -The telephone rang loudly. _____ -I will be there at two. _____ Write the second of these sentences in the past tense: _____

LEVEL SIX

A. VARIETY OF MATERIAL

1. Reading and listening to a wide range of material appropriate to this level - narrative, lyric, dramatic, expository, persuasive, and procedural (see circle graph in the Introduction). Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student reading and hearing a wide variety of material? Students might keep lists of books and other material read.

Author	Title	Publisher	Pub. Date
Adams	Great Negroes Past and Present	Afro-Am.	1970
Ames	Draw Fifty Animals	Doubleday	1977
Babbitt	Tuck Everlasting	Farrar	1975
Bernheim	From Bush to City: A Look at the New Africa	Harcourt	1966
Blume	Are You There God? It's Me, Margaret	Bradbury	1970
Bradley	Holidays on Stage: A Festival of Special Occasion Plays	Dodd	1981
Brenner	Year in the Life of Rosie Bernard	Harper	1971
Brink	Caddie Woodlawn	MacMillan	1973
Burch	Ida Early Comes Over the Mountain	Viking	1966
Burch	Queenie Peavy	Viking	1966
Byars	18th Emergency	Viking	1973
Byars	Summer of the Swans	Viking	1970
Calhoun	Katie John	Harper	1980
Calhoun	Katie John and Heathcliff	Harper	1980
Calhoun	Other Katie John Books	Harper	
Campbell	Sequoyah	Dillon	1973
Charlip	Handtalk (Sign Language)	Parents	1974
Clayton	Martin Luther King - Beautiful Warrior	Prentice	1969
Cleaver	Queen of Hearts	Bantam	1979
Cleaver	Where the Lilies Bloom	Lippincott	1969
Coerr	Sadako and the Thousand Cranes	Putnam	1977
Cole	Poems from Ireland	Crowell	1972
Cone	Leonard Bernstein	Crowell	1970

LEVEL SIX A

Cone	Ringling Brothers	Crowell	1971
Corrigan	Of Course You Can Sew	Doubleday	1971
Danziger	Cat Ate My Gymsuit	Delacorte	1974
D'Aulaires	D'Aulaire's Book of Greek Myths	Doubleday	1962
D'Aulaire	Norse Gods and Giants	Doubleday	1967
Davidson	Frederick Douglass Fights for Freedom	Four Winds	1968
Delton	Kitty in the Middle	Houghton	1979
Delton	Kitty in the Summer	Houghton	1980
Edelson	Great Monsters of the Movies	Doubleday	1973
Farley	Black Stallion	Random	1941
Fitzgerald	Great Brain	Dial	1967
Fitgerald	Me and My Little Brain	Dial	1971
Fitzgerald	Other Great Brain Books	Dial	
Freedman	Two Tickets to Freedom: The True Story of Ellen and William Craft, Fugitives	Simon	1971
Gates	Lord of the Sky: Zeus	Viking	1972
George	My Side of the Mountain	Dutton	1959
Greene	Philip Hall Likes Me I Reckon Maybe	Dial	1981
Greene	Get On Out of Here Philip Hall	Dial	1981
Greenfield	Paul Robeson	Crowell	1975
Greenfield	Rosa Parks	Crowell	1973
Gutman	Modern Basketball Superstars	Dodd	1975
Gutman	Modern Hockey Superstars	Dodd	1977
Gutman	More Modern Woman Superstars	Dodd	1979
Hayden	Eight Black American Inventors	Addison	1972
Hayden	Seven Black American Scientists	Addison	1971
Haynes	Cowslip	Nelson	1975
Holland	Dinah and the Fat Green Kingdom	Lippincott	1979
Holman	Slake's Limbo	Scribner	1974
Hughes	Don't You Turn Back	Knopf	1969
Hunter	Soul Brothers and Sister Lou	Scribner	1969
Hurmence	Tough Tiffany	Doubleday	1980

LEVEL SIX A

Johnston	Paul Cuffee - America's First Black Captain	Dodd	1970
Kettlekamp	Astrology	Morrow	1973
Kettlekamp	Magic Made Easy	Morrow	1981
Le Shan	Learning to Say Goodbye	MacMillan	1976
Le Shan	What Makes Me Feel This Way?	MacMillan	1972
Lester	To Be a Slave	Dial	1968
Lewis	Lion, the Witch and the Wardrobe	MacMillan	1951
Macaulay	Pyramid	Houghton	1975
Macaulay	Cathedral	Houghton	1973
McGovern	Album of Sharks	Rand	1977
McGinley	Make It and Ride It	Harcourt	1949
Macken	Flight of the Doves	MacMillan	1969
McSwigan	Snow Treasure	Dutton	1942
Mathis	Ray Charles	Crowell	1973
Mathis	Sidewalk Story	Viking	1971
McWhirter	Guinness Book of World Records	Sterling	
McWhirter	Guinness Sports Record Book	Sterling	
McWhirter	Other Guinness Record Books	Sterling	
Merrill	The Toothpaste Millionaire	Houghton	1974
Mirsky	Thirty-One Brothers and Sisters	Dell	1969
Norton	Borrowers (and Other Stories About Them)	Harcourt	1953
Noslinger	Konrad	Watts	1977
O'Brien	Mrs. Frisby and the Rats of NIMH	Atheneum	1971
Paul	Kids Gardening	Doubleday	1972
Paterson	Great Gilly Hopkins	Crowell	1978
Poole	Album of Modern China	Watts	1981
Raskin	Westing Game	Dutton	1978
Reiss	Upstairs Room	Crowell	1972
Rodgers	Freaky Friday	Harper	1972
Rothman	Secrets and Ciphers and Codes	MacMillan	1948
Shalit	Science Magic Tricks	Holt	1981
Smith	Taste of Blackberries	Crowell	1973
Snyder	Egypt Game	Atheneum	1967

LEVEL SIX A, B

Sterling	Freedom Train - Story of Harriet Tubman	Doubleday	1954
Tobias	Arthur Mitchell	Crowell	1975
Tobias	Marian Anderson	Crowell	1972
Tobias	Maria Tallchief	Crowell	1970
Vautier	Shining Stars: Greek Legends of the Zodiac	Cambridge	1981
White	Charlotte's Web	Harper	1952
White	Meet John F. Kennedy	Random	1965
Wilder	Little House on the Prairie	Har-Row	1953
Wilder	On the Banks of Plum Creek	Har-Row	1953
Wilder	Other Little House Stories		
Wilkinson	Ludell	Harper	1975
Wolf	Anna's Silent World	Lippincott	1977
Yarbrough	Cornrows	Coward	1979

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade level readability (about 54 DRP or TRI units) with good comprehension.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from Analytical Reading Inventory (Woods and Moe, Merrill, 1977) and answering several questions with accuracy at the instructional level or above.

"Look out," Sheila Young thought as she saw her challenger's bicycle come too close. "Watch out, you will foul me!"

At that moment a horrifying thing happened as she was bumped by another racer at forty miles an hour. Sheila's bicycle crashed, and she skidded to the surface of the track. From the wreck she received a nine-inch gash on her head.

The judges ruled that the race should be run again since a foul had been made. Sheila would not have enough time to get

LEVEL SIX B, C

	her wound stitched. Still, she didn't want to quit the race because she could only think of winning. "Just staple the cut together with clamps," she told the doctor. "I want to try to win that race!" The doctor did as Sheila asked. As she stood in silence while being treated, tears rolled down her face from the intense pain. Then, with a blood-stained bandage on her throbbing head, she pushed on to amaze the crowd with a victory and a gold medal! (53 TRI units)
2. Identifying the main idea.	2. What is this story about? -Sheila's nine-inch wound -Sheila's crash -Sheila's amazing courage
3. Identifying details: time, setting, explicit traits of characters, main events, etc.	3. How did the crowd feel when Sheila won the race?
4. Identifying the sequence of up to six events or ideas.	4. Put these events from the story in the order in which they happened: -Sheila has her wound stapled up -Sheila's bicycle crashes -Sheila is fouled by another cyclist -Sheila wins the race -Sheila's head is gashed
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction and identifying genres of writing.	1. Is the story about Sheila's triumph fiction or non-fiction? Is the story poetry, biography, a short story, or an editorial?

LEVEL SIX C, D

2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc.	2. What is the climax of the story about Sheila Young?
3. Inferring traits, feelings, and motives of characters from what they say and do, and citing evidence from the text.	3. How did Sheila feel about riding in the second race? How do you know?
4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, and specific/general relationships.	4. What caused Sheila's bicycle to go out of control?
5. Distinguishing between the main plot and subplots or the main argument and subsidiary arguments.	5. (On a different passage) In this play, is the scene involving the fistfight part of the main plot or is it a subplot?
6. Telling whether the writer or speaker intended to entertain, inform, or persuade.	6. (On a different passage) Is this editorial written to entertain, inform, or persuade readers?
7. Inferring the writer's or speaker's unstated points, citing evidence.	7. (On a different passage) What is the author saying about nuclear weapons which is not stated directly in the passage? What evidence is there?
8. Interpreting figurative language.	8. (On a different passage) What is the meaning of the phrase in the third paragraph, "like a hot knife through butter?"
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Have you ever fallen off a bicycle? Had a bad cut that needed stitches? Won an important race? What does this story tell you about the importance of winning?
2. Predicting a further outcome or logical conclusion.	2 How do you think Sheila will feel about bicycle racing after this? Why?

LEVEL SIX D, E

3. Telling fact from opinion.	3. Write whether each statement is fact or opinion. Tell why you think so. -Sheila was foolhardy to take part in the second race. -Sheila was seriously injured in the first race.
4. Identifying a writer's or speaker's point of view, citing evidence from the text.	4. Do you think the person who wrote this story thinks girls should or should not participate in dangerous sports like cycle racing? What makes you say so?
5. Evaluating or appreciating a passage according to a specific criterion, citing evidence from the text.	5. What made this story exciting? Refer to the writer's use of words and other devices.
6. Identifying ways in which a passage is unclear, incomplete, or illogical.	6. (On a different passage) What is it that makes this passage hard to understand?
E. VOCABULARY BUILDING	
Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (G-5), and in the use of words in speaking (I-7).
2. Identifying synonyms and antonyms for words in context.	2. What is an antonym for the word victory in the next to last line of the story?
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. What is the meaning of the word foul in the third line of this story?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: The doctor did not have time to (so/sew/sow) the cut properly.

LEVEL SIX E, F

5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word foul in the third line of the first paragraph. Which of these meanings does it have in this context? -disgusting; offensive to the senses -dirty; filthy -immoral; wicked -to commit an infraction of the rules
6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed, and to find pronunciation.	6. (Given a dictionary) Look up the word clamps and write the definition that applies to this passage. Write a word that rhymes with clamps.

F. VARIETY OF WRITING

1. Writing frequently and gaining experience with many kinds of writing.

   Below is a list of suggested activities for students at this level:

advertisements, commercials
anecdotes
arguments
articles
autobiographies
ballads
biographies
book reports
book or film reviews
books
comedy
creative writing
criticism
debate scripts
descriptions
detective stories
dialogues
diaries
dictation
dictionaries
direction, instructions
dreams
editorials
epics
epitaphs
essays
fables
fairy tales
film scripts
folk tales
ghost stories
haiku
interviews
jingles
jokes
journals
laws, rules
legends
letters: business
complaint
fan
to the editor
friendly
thank you
limericks
lists
lyrical poems
memoirs
messages
monologues
monster stories
myths
narratives
news articles
notes
obituaries
opinion articles
parables
plays (one or more acts)

1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

LEVEL SIX F, G

posters, signs precis profiles proverbs puzzles (wd. search, crossword, etc.) questions recipes reports riddles satire short stories skits slogans (election, sales) songs sports articles speeches story endings summaries tall tales yarns	
G. WRITING - THE CRAFT	
1. Pre-writing: being able to collect and focus ideas for writing.	1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, interviews, field trips, reading, etc.?
2. Writing with clarity; thoughts are related and flow logically and in sequence.	2-11 assessed through focused holistic scoring of multi-paragraph pieces of original writing (see suggested writing activities listed above).
3. Showing knowledge of the subject; giving enough information.	
4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers).	
5. Making vivid, non-repetitive, precise, and appropriate use of words.	
6. Using a variety of sentence types.	
7. Writing vividly by making comparisons to other settings (e.g. similes and metaphors).	
8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly.	
9. Beginning paragraphs strongly (with topic or lead-in sentences).	

LEVEL SIX G, H

10. Organizing ideas within each paragraph around the central theme.	
11. Concluding paragraphs and passages effectively.	
12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others.	12. Teacher observation: Can the student re-work a piece of writing in response to self-criticism and/or comments from others?
H. WRITING - MECHANICS AND USAGE	
1. Using correct spelling, including abbreviations.	1-10 assessed through focused holistic scoring of multi-paragraph pieces of writing, also through dictation of passages to students (see suggested writing activities listed above).
2. Using cursive or italic handwriting that is easy to read (see Introduction for an explanation of the italic option).	
3. Using good graphics: spacing, margins, neatness, and paragraph indenting.	
4. Using correct plurals of nouns needed for writing (see Level Five H-4). Using correct past tenses of verbs needed for writing: see Level Five H-4, adding these irregular past tenses: -dive/dove, flee/fled, shrink/shrunk, send/sent, swim/swam, speak/spoke, stick/stuck, sink/sank, shoot/shot, shine/shone, sting/stung, say/said, teach/taught, think/thought, tell/told, write/wrote, take/took, tear/tore, wear/wore, weave/wove, weep/wept, wind/wound, etc.	
5. Using correct punctuation: see Level Five H-5, adding: -putting a colon before a list of items (He ordered three things: a cheeseburger, French fries, and a glass of milk.)	

LEVEL SIX H, I

-putting a semicolon in compound sentences with a full pause (He saw red; he was extremely angry.)	
6. Using correct capitalization (see Level Five H-6).	
7. Using correct contractions and possessives (see Level Five H-7).	
8. Avoiding subject/verb disagreement (The policemen is coming.) and verb tense inconsistency (She caught the bus and hurries to her office.)	
9. Avoiding sentence fragments, run-ons, and non-standard sentence structure (see Level Five H-9).	
10. Avoiding double negatives (I don't want no mistakes in this paper.) and slang (This turkey is bothering me.).	
11. Using the correct form for a friendly and a business letter, including addressing the envelope (see Level Four H-11 and Level Five H-11).	11. Write a friendly letter and a business letter with a short message, and address an envelope for each.
12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above (see proofreading marks in Appendix B, page 125).	12. Teacher observation: Can the student proofread a draft and catch errors in mechanics and usage?
I. SPEAKING	
Oral Reading, Discussion, and Presentation	
1. Reading sixth grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?

LEVEL SIX I

3. Speaking with appropriate loudness, clarity, speed, and phrasing.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities or oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a poem, song, or other passage appropriate to this level and recite it with good expression and few errors?
5. Being able to exchange ideas in group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class activities?
7. Being able to make a presentation to classmates: -with appropriate loudness and clarity -presenting events or thoughts in a logical sequence -providing enough information; showing knowledge of the subject -staying focused on the topic -showing awareness of the audience -making vivid, non-repetitive, precise, and appropriate use of words -making comparisons to other settings (similes and metaphors) -beginning and concluding parts of the presentation strongly -organizing ideas around themes or topics (Note: these criteria parallel the objectives for Writing - The Craft at this level.)	7. Teacher observation: Can the student share an experience or make a report to his or her classmates, judged by the nine criteria in the left-hand column?
8. Minimizing the use of slang, double negatives, incorrect plurals and past tenses, subject/verb disagreement, verb tense inconsistency, and other non-standard usage in formal interactions.	8. Teacher observation: Can the student "edit out" these forms of non-standard usage in formal situations?

LEVEL SIX J

J. STUDY SKILLS Locating, Organizing, and Retaining Information	
1. Following and giving directions, oral and written.	1. Teacher observation: Can the student follow and give multi-step directions for various activities (recipes, rules of a game, maps, etc.)?
2. Asking for information in writing, by phone, or in person.	2. Teacher observation: Can the student ask for information in class, on outings, and in research projects (including interviews, phone calls, letters, etc.)?
3. Putting words in alphabetical order (up to twenty words, some with the same first four letters).	3. Write these words in alphabetical order: Senegal, South Africa, Great Britain, Spain, France, Germany, Indonesia, Iran, Netherlands, Canada, Mexico, United States, Argentina, Brazil, India, Vietnam, Thailand, Ecuador, Nigeria, China
4. Putting unorganized information into categories, rank order, etc., and labeling the groups appropriately.	4. See Level Five J-4.
5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, charts and tables, and glossary.	5. Teacher observation: Can the student locate information in a book using these parts?
6. Locating books in a library by browsing, using signs, using a layout map, and using the card catalogue.	6. Teacher observation: Can the student locate books for projects or for personal reading in a library using these aids?
7. Selecting and using reference sources to locate information (enclopedia, alamanac, phone book, newspaper, etc.).	7. Teacher observation: Can the student use these reference sources to locate specific pieces of information?
8. Taking notes that accurately summarize written information.	8. Teacher observation: Can the student capture the meaning of a passage with notes?

LEVEL SIX J, K

9. Varying reading speed and method according to one's purpose: skimming for the main idea and scanning for specific pieces of information.	9. Teacher observation: Can the student use these methods to get main ideas and specific information from reading matter?
K. LANGUAGE STRUCTURE Patterns and Nomenclature of English 1. Identifying declarative, interrogative, imperative, and exclamatory sentences, and simple, compound, and complex sentences.	1. Label each sentence declarative, interrogative, imperative, or exclamatory: -Why are we leaving? _____ -Send in your order. _____ Label each sentence simple, compound, or complex: -Her pet boa constrictor escaped. _____ -The man, who had never been to New York, was astonished by what he saw. _____ -He spun around and then he fell. _____
2. Identifying prefixes (circum-, co-, em-, extra-, inter-, intra-, post-, semi-) and their meanings; word endings; and root words (agua, bio, ped, graph, photo, phono, cent, naut, dent, port) and their meanings. (Applied in E-3)	2. Circle the prefixes and word endings on these words, underline the root words, and write the meaning of the word: -interstate _____ -nautical _____ -biography _____
3. Identifying the parts of speech in sentences or in lists.	3. See Level Five K-3.
4. Breaking words appropriate to this level into syllables.	4. Divide these words into syllables by drawing diagonal lines: -strawberry -population -goddess
5. Identifying complete subjects and predicates, in simple or compound sentences.	5. Underline the complete subject once and the complete predicate twice: -He went to bed, but the earthquake woke him up.
6. Identifying tenses: present, past, future, and past participle; converting from one tense to another.	6. Indicate the tense: -He has been arriving late. _____ Change to the present tense.

LEVEL SEVEN

A. VARIETY OF MATERIAL

1. Reading and listening to a wide range of material appropriate to this level - narrative, lyric, dramatic, expository, persuasive, and procedural (see circle graph in the Introduction). Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student reading and hearing a wide variety of material? Students might keep lists of books and other material read.

Author	Title	Publisher	Pub. Date
Abdul	Magic of Black Poetry	Dodd	1972
Adams	Great Negroes Past and Present	Afro-Am.	1970
Alexander	Young and Black in America	Random	1970
Baron	Here I Am: Anthology of Poems by Young People in American Minority Groups	Dutton	1970
Bellairs	House With a Clock in Its Walls	Dial	1973
Bernheim	From Bush to City: A Look at the New Africa	Harcourt	1966
Bershad	Body Works: Kids' Guide to Food and Physical Fitness	Random	1981
Blume	Are You There God? It's Me, Margaret	Bradbury	1970
Burnford	Incredible Journey	Little	1961
Campbell	Will Rogers (Cherokee)	Dillon	1979
Cave	500 Games	Grossett	1980
Cleaver	Queen of Hearts	Bantam	1979
Collier	The Great Jazz Artists	Four Winds	1977
Coolidge	Greek Myths	Houghton	1949
Cone	Crazy Crocheting	Atheneum	1981
Crocker	New Good and Easy Cookbook	Golden	1962
Duncan	Gift of Magic	Little	1971
Edelson	Great Animals of the Movies	Doubleday	1980
Edelson	Great Monsters of the Movies	Doubleday	1973
Evslin	The Green Hero - Early Adventures of Finn McCool	Four Winds	1975
Fisher	Across the Sea from Galway	Four Winds	1975
Feelings	Black Pilgrimage	Lothrop	1972
Fleischman	Mr. Mysterious's Secrets of Magic	Little	1975

LEVEL SEVEN A

Forbes	Johnny Tremain	Houghton	1943
Fowler	Daisy Hooee-Nampeyo	Dillon	1977
Gallant	Exploring the Universe	Doubleday	1970
Gates	The Warrior Goddess, Athena	Viking	1972
Goodsell	Eleanor Roosevelt	Crowell	1970
Greene	Beat the Turtle Drum	Viking	1976
Greenfield	Child-Times: Three Generation Memoir	Crowell	1979
Greenfield	Paul Robeson	Crowell	1975
Greenfield	Mary McLeod Bethune	Crowell	1977
Greenfield	Sister	Crowell	1974
Greenfield	Talk About a Family	Lippincott	1974
Grimes	Growin'	Dial	1977
Gutman	Pro Sports Champions	Messner	1981
Haugaard	Little Fishes	Houghton	1967
Hautzig	Endless Steppe	Crowell	1968
Hayden	Eight Black American Inventors	Addison	1972
Hayden	Seven Black American Scientists	Addison	1971
Haynes	Cowslip	Nelson	1975
Holland	Dinah and the Fat Green Kingdom	Lippincott	1979
Holm	North to Freedom	Harcourt	1965
Hunter	Guests in the Promised Land	Scribner	1973
Hunter	Soul Brothers and Sister Lou	Scribner	1968
Hunter, M.	Sound of Chariots	Harper	1972
Hurmence	Tough Tiffany	Doubleday	1980
Jordan	Fanny Lou Hamer	Crowell	1972
Jordan	Who Look at Me?	Crowell	1969
Jordan	Dry Victories	Holt	1972
Kamerman	Dramatized Folk Tales of the World	Plays	1971
Kerr	Dinky Hocker Shoots Smack	Harper	1972
	Kids' Book of Divorce By, For, and About Kids	Lewis Green	1981
L'Engle	Wrinkle in Time	Farrar	1962
Le Guin	Wizard of Earthsea	Parnassus/Houghton	1968
Levitin	Mark of Conte	Atheneum	1976

LEVEL SEVEN A

London	Call of the Wild	MacMillan	1963
McGowen	Album of Sharks	Rand	1977
McWhirter	Guinness Book of World Records	Sterling	
McWhirter	Guinness Sports Record Book	Sterling	
McWhirter	Other Guinness Record Books		
Mazer	Figure of Speech	Delacorte	1973
Mohr	Nilda	Harper	1973
Myers	World of Sports for Girls	Westminster	1981
Myers	Fast Sam, Cool Clyde and Stuff	Viking	1975
Myers	Young Landlords	Viking	1979
O'Dell	Island of the Blue Dolphins	Dial	1960
O'Dell	Sing Down the Moon	Houghton	1970
O'Neal	Language of Goldfish	Viking	1980
Ortiz	Sojourner Truth	Lippincott	1974
Paterson	Great Gilly Hopkins	Crowell	1978
Poole	Album of Modern China	Watts	1981
	Raiders of the Lost Ark	Random	1980
Sabin	Pro Basketball's Greatest	Putnam	1976
Scherman	Slave Who Freed Haiti: Story of Toussaint L'Ouverture	Random	1964
Schoor	Young John Kennedy	HarBrace	1963
Schulke	Martin Luther King	Norton	1976
Skinner	Roots of Time: A Portrait of African Life and Culture	Doubleday	1974
Steinberg	The Kennedy Brothers	Putnam	1969
Sterling	Black Foremothers	Feminist Press	1979
Taylor	Roll of Thunder Hear My Cry	Dial	1976
Thorn	Baseball's 10 Greatest Games	Four Winds	1981
Thorn	Pro Football's 10 Greatest Games	Four Winds	1981
Tolkien	Hobbit	Ballantine	
Van Deman	Nuts and Bolts: A Matter-of-Fact Guide to Science Fair Projects	Science Man Press	1980
Vautier	Shining Stars: Greek Legends of the Zodiac	Cambridge	1981
Webb and West	Selma, Lord, Selma..	Univ. Alabama	1980

LEVEL SEVEN A, B

Weitzman	My Backyard History Book	Little	1975
Wier	Loner	McKay	1963
Wilkinson	Ludell	Harper	1975
Wilkinson	Ludell and Willie	Harper	1977
Willcox	Acrobat and Ping Pong: Young China and Games	Dodd	1981
Yep	Child of the Owl	Harper	1977

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade level readability (about 58 DRP or TRI units) with good comprehension.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from Analytical Reading Inventory (Woods and Moe, Merrill, 1977) and answering several questions with accuracy at the instructional level or above.

While he had been hiding out for the past five days, Johnny had given serious thought to the whole mess. He had decided to return home, turn himself in to the police, and take the consequences of his crime. Being only sixteen, he was too young to have to run away for the rest of his life. He knew the fight had been in self-defense, but the fact still remained that he had killed another person, and the thought of that miserable night in the city park sent Johnny into a terrifying panic.

He told Dally and Ponyboy of his decision, and now Dally reluctantly began the long drive home. Dally had gone to jail before, and this was one wretched experience he did not want his friend to have to endure.

As they reached the top of Jay Mountain, Dally slammed on the brakes! The old church where Johnny and Ponyboy had been hiding was in flames! Ponyboy and Johnny bolted from the car to question a bystander who explained that they were having a school picnic when the church began to burn.

Suddenly, the crowd was shocked to hear desperate cries from inside! Ponyboy and Johnny ran into the burning church, and the boys lifted the children one by one through

LEVEL SEVEN B, C

	a window to safety. Chunks of the old roof were already beginning to fall as the last child was taken out. Ponyboy leaped through the window, vaguely hearing the sound of falling timber. Then, as he lay coughing and exhausted on the ground, he heard Johnny's terrifying scream! (59 TRI units)
2. Identifying the main idea.	2. What is the main event of the first paragraph? -Johnny had been hiding out. -Johnny knew it had been self-defense. -Johnny decided to turn himself in.
3. Identifying details: time, setting, explicit traits of characters, main events, etc.	3. Where had Dally and Ponyboy been hiding? Who saved the children? Why didn't Dally want his friend to go to jail?
4. Identifying the sequence of up to six events or ideas.	4. Put these events from the story in the order in which they happened: -the boys see the church on fire -the crowd hears children's cries -Johnny decides to turn himself in -Ponyboy hears Johnny's scream -the boys begin the drive home -the boys rescue the children
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines"	
1. Telling fiction from non-fiction and identifying genres of writing.	1. Is this story fiction or non-fiction? Would you classify it as a myth, short story, autobiography, epic poem, or editorial?
2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc.	2. What is the climax of this story?
3. Inferring traits, feelings, and motives of characters from what they say and do, and citing evidence from the text.	3. What words best describe Johnny and Ponyboy, based on their actions at the church? Why do you say this?

LEVEL SEVEN C, D

4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general relationships.	4. What made Johnny decide to turn himself in to the police?
5. Distinguishing between the main plot and subplots or the main argument and subsidiary arguments.	5. (On a different passage) Is the point made at the beginning of the third paragraph central to the main argument of this passage?
6. Telling whether the writer or speaker intended to entertain, inform, or persuade.	6. (On a different passage) What do you think was the writer's intention when she wrote this book?
7. Inferring the writer's or speaker's unstated points, citing evidence.	7. (On a different passage) What point is the author making about Hitler's treatment of the Jews that is not stated explicitly? Why do you say so?
8. Interpreting figurative language, and identifying similes, metaphors, and imagery.	8. (On a different passage) What term is used for expressions like "clear as a bell?"
9. Identifying the connotation of words and the tone or mood of a passage.	9. (On a different passage) What is the connotation of the word "sick" as it is used in describing the boy's thoughts about his mother?
D. EVALUATIVE COMPREHENSION	
Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Have you ever watched a serious fire? Been rescued from danger or helped to save someone else from danger?
2. Predicting a further outcome or logical conclusion.	2. What do you think will happen next in this story? Do you think Johnny will escape from the church alive?
3. Telling fact from opinion.	3. Write whether each statement is a fact or an opinion: -Johnny was right to decide to turn himself in to the police. -Dally didn't want his friend to go to jail.

LEVEL SEVEN D, E

4. Identifying a writer's or speaker's point of view and/or bias, citing evidence from the text.	4. (On a different passage) What bias does the author of this passage betray in the second paragraph? How can you tell?
5. Evaluating or appreciating a passage according to a specific criterion, citing evidence from the text.	5. What makes this story exciting? Point out parts that help build the suspense.
6. Identifying ways in which a passage is unclear, incomplete, or illogical, citing evidence from the text.	6. (On a different passage) Why is the third paragraph difficult to understand? Point out the error in logic the writer made.
7. Identifying irrelevant, inappropriate, inaccurate, or misleading information.	7. (On a different passage) What piece of information in the fourth paragraph is used in a misleading way?
8. Identifying propaganda techniques such as appeals to emotion, loaded words, testimonials, repetition, bandwagon, "weasel words" (e.g. Helps fight tooth decay), etc.	8. (On a different passage such as an advertisement or speech) What is the emotionally loaded word in the first line of this speech?
E. VOCABULARY BUILDING Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (G-5), and in the use of words in speaking (I-7).
2. Identifying synonyms and antonyms for words in context.	2. What is a synonym for the word wretched in the second paragraph?
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. What is the meaning of the word timber in the last paragraph?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: He ran up the (isle/I'll/aisle) of the church.

LEVEL SEVEN E, F

5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word mess in the third line of the first paragraph. Which of these meanings does it have in this context? -a disorderly accumulation of items -a confusing state of affairs -a quantity of food -a meal eaten regularly by a group
6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed, and to find pronunciation and etymology.	6. (Given a dictionary) Look up the word consequences and write the definition that applies to this passage.

F. VARIETY OF WRITING

1. Writing frequently and gaining experience with many kinds of writing.

   Below is a list of suggested activities for students at this level:

advertisements, commercials
anecdotes
arguments
articles
autobiographies
ballads
biographies
book reports
book or film reviews
books
briefs
comedy
creative writing
criticism
debate scripts
descriptions
detective stories
dialogues
diaries
dictation
dictionaries
directions, instructions
dreams
editorials
epics
epitaphs
essays
fables
fairy tales
film scripts
folk tales
ghost stories
haiku
interviews
jingles
jokes
journals
laws, rules
legends
letters: business
complaint
fan
to the editor
friendly
thank you
limericks
lists
lyrical poems
memos
memoirs
messages
monologues
monster stories
myths
narratives
news articles
notes
obituaries
odes
opinion articles
parables
plays (one or more acts)

1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

LEVEL SEVEN F. G

posters, signs precis profiles proposals proverbs puzzles (wd. search, crossword, etc.) questions recipes reports riddles satire sermons short stories skits slogans (election, sales, etc.) songs sports articles speeches story endings summaries tall tales yarns	
G. WRITING - THE CRAFT	
1. Pre-writing: being able to collect and focus ideas for writing.	1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, interviews, field trips, reading, etc.?
2. Writing with clarity; thoughts are related and flow logically and in sequence.	2-11 assessed through focused holistic scoring of multi-paragraph pieces of original writing (see suggested writing activities listed above).
3. Showing knowledge of the subject; giving enough information.	
4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers).	
5. Making vivid, non-repetitive, precise, and appropriate use of words.	
6. Using a variety of sentence types.	
7. Writing vividly by making comparisons to other settings (e.g. similes and metaphors) and by using other literary devices (foreshadowing, flashbacks, alliteration, etc.).	
8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly.	

LEVEL SEVEN G, H

9. Beginning paragraphs strongly (with topic or lead-in sentences).	
10. Organizing ideas within each paragraph around the central theme.	
11. Concluding paragraphs and passages effectively.	
12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others.	12. Teacher observation: Can the student re-work a piece of writing in response to self-criticism and/or comments from others.

H. WRITING - MECHANICS AND USAGE	
1. Using correct spelling, including abbreviations.	1-10 assessed through focused holistic scoring of multi-paragraph pieces of writing, also through dictation of passages to students (see suggested writing activities listed above).
2. Using cursive or italic handwriting that is easy to read (see Introduction for an explanation of the italic option).	
3. Using good graphics: spacing, margins, neatness, and paragraph indenting.	
4. Using correct plurals of nouns and past tenses of verbs (see Level Five H-4 and Level Six H-4).	
5. Using correct punctuation: -period, question mark, or exclamation mark at the end of every sentence -period after an abbreviation or initial -commas after the salutation and closing of a letter -commas between cities and states and in dates -commas before or after direct quotations -commas between items in a series -commas in compound sentences -commas after direct address	

LEVEL SEVEN H

-commas in sentences with introductory elements -quotation marks around direct quotations and titles -colons before a list or prefaced statement (Now hear this: all men on deck!) -colons after the salutation of a business letter -semicolons in compound sentences with a full pause -hyphens to punctuate compound modifiers (rose-colored glasses) (See Level Five and Level Six H-5 for examples.)	
6. Using correct capitalization (see Level Five H-6).	
7. Using correct contractions and possessives (see Level Five H-7).	
8. Avoiding subject/verb disagreement (The guests is late) and verb tense inconsistency (He buys a newspaper and walked along the street.).	
9. Avoiding sentence fragments, run-ons, and non-standard sentence structure (see Level Five H-9).	
10. Avoiding double negatives and slang (see Level Five H-10).	
11. Using the correct form for a friendly and a business letter, including addressing the envelope (see Level Four H-11 and Level Five H-11).	11. Write a friendly letter and a business letter and address an envelope for each.
12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above (see proofreading marks in Appendix B, page 125).	12. Teacher observation: Can the student proofread a draft and catch errors in mechanics and usage?

LEVEL SEVEN I

I. SPEAKING Oral Reading, Discussion, and Presentation	
1. Reading seventh grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness, clarity, speed, and phrasing.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities or oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a poem, song, or other passage appropriate to this level and recite it with good expression and few errors?
5. Being able to exchange ideas in group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class activities?
7. Being able to make a presentation to classmates: -with appropriate loudness and clarity -presenting events and thoughts in a logical sequence -providing enough information; showing knowledge of the subject -staying focused on the topic -showing awareness of the audience -making vivid, non-repetitive, precise, and appropriate use of words -making comparisons to other settings (similes and metaphors) and using other appropriate literary devices (foreshadowing, alliteration, etc.) -beginning and concluding parts of the presentation strongly -organizing ideas around themes or topics	7. Teacher observation: Can the student share an experience or make a report to his or her classmates, judged by the nine criteria in the left-hand column?

LEVEL SEVEN I, J

(Note: these criteria parallel the objectives for Writing - The Craft at this level.)	
8. Minimizing the use of slang, double negatives, incorrect plurals and past tenses, subject/verb disagreement, verb tense inconsistency, and other non-standard usage in formal interactions.	8. Teacher observation: Can the student "edit out" these forms of non-standard usage in formal situation?
9. Communicating effectively in practical situations.	9. Teacher observation: Can the student handle simulated or real telephone calls, interviews, emergencies, etc.?
J. STUDY SKILLS Locating, Organizing, and Retaining Information	
1. Following and giving directions, oral and written.	1. Teacher observation: Can the student follow and give multi-step directions for various activities (recipes, rules of a game, maps, etc.)?
2. Asking for information in writing, by phone, or in person.	2. Teacher observation: Can the student ask for information in class, on outings, and in research projects (including interviews, phone calls, letters, etc.)?
3. Putting words in alphabetical order (up to twenty-five words, some with the same first four letters).	3. Write these words in alphabetical order: Hendrix, Glover, Beane, Shapiro, Wolk, Glove, Harper, Greene, Muldrew, Sharp, Priest, Prince, Clapman, Gould, Schneider, King, Lampier, Norse, Lampson, Hooper, Bird, Muldoon, Sharpe, Bloom, Zanger
4. Putting unorganized information into categories, rank order, etc., and labeling the groups appropriately.	4. See Level Five J-4.
5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, charts and tables, and glossary.	5. Teacher observation: Can the student locate information in a book using these parts?

LEVEL SEVEN J, K

6. Locating books in a library by browsing, using signs, using a layout map, using the card catalogue, and being familiar with the Dewey decimal system.	6. Teacher observation: Can the student locate books for projects or for personal reading in a library by using these aids?
7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.).	7. Teacher observation: Can the student use these reference sources to locate specific pieces of information?
8. Taking notes that accurately summarize written material.	8. Teacher observation: Can the student capture the meaning of a passage with notes?
9. Varying reading speed and method according to one's purpose: -skimming for the main idea -scanning for specific information -reviewing to retain content -mastering to memorize information	9. Teacher observation: Can the student use these methods to serve different reading needs?
10. Comparing and contrasting two or more views on the same issue.	10. (Given two different newspaper accounts of the same event) What was the same about these two accounts? What was different?
K. LANGUAGE STRUCTURE Patterns and Nomenclature of English	
1. Identifying declarative, interrogative, imperative, and exclamatory sentences, and simple, compound, complex, and compound/complex sentences.	1. Label each sentence declarative, interrogative, imperative, or exclamatory: -She's here at last! _____ -This has been a long, long day. _____ Label each sentence simple, compound, complex, or compound/complex: -The horse stumbled, and the saddle, which was not cinched up tight enough, slid to one side. _____ -Her father left, and the house seemed empty. _____
2. Identifying prefixes (a-, ab-, ante-, contra-, ex-, uni-, quad-, penta-, octa-, deca-, and the elements auto-, bio-, micro-, and tele-) and their meanings; word endings; and root words (biblio, derm, logo, pyro, anno, digit	2. Circle the prefixes and word endings, underline the root words, and write the meaning: -pentagon _____ -bibliographical _____

LEVEL SEVEN K

ego, geo, lingu, mort) and meanings; (applied in E-3)	
3. Identifying the parts of speech in sentences or in lists, and diagramming relationships between them (adjectives modifying nouns, adverbs modifying verbs, etc.).	3. Label each part of speech in this sentence, and draw arrows from modifiers to the words they modify. The brave soldiers fought fiercely, but they finally lost.
4. Breaking words appropriate to this level into syllables (using rules and the dictionary).	4. Divide these words into syllables by drawing diagonal lines. -industrious -occupation -misunderstood -recollection
5. Identifying complete subjects and predicates, in simple or compound sentences.	5. Underline the complete subject once and the complete predicate twice: -The tanker ran aground with a sickening crunch, and its millions of gallons of crude oil oozed out.
6. Identifying tenses: present, past, future, and past participle; converting from one tense to another.	6. Indicate the tense: -The car stalled. _____ -The ship has sunk. _____ Change both sentences to the future tense: _____ _____

LEVEL EIGHT

A. VARIETY OF MATERIAL

1. Reading and listening to a wide range of material appropriate to this level - narrative, lyric, dramatic, expository, persuasive, and procedural (see circle graph in the Introduction). Below is a list of suggested books; students should read at least five in the course of the year.

1. Teacher observation: Is the student reading and hearing a wide variety of material? Students might keep lists of books and other material read.

Author	Title	Publisher	Pub. Date
Adams	Great Negroes Past and Present	Afro-Am.	1970
Adler	Calculator Fun	Watts	1981
Adoff	Celebrations	Follett	1977
Alexander	Young and Black in America	Random	1970
Benton	Babysitter's Handbook	Morrow	1981
Bogle	Brown Sugar: 80 Years of America's Black Female Superstars	Crown	1980
Branley	Feast or Famine: The Energy Future	Crowell	1980
Branley	Sun Dogs and Shooting Stars	Houghton	1980
Byars	Night Swimmers	Delacorte	1980
Bradbury	Martian Chronicles	Doubleday	1958
Cole	Poems from Ireland	Crowell	1972
Collier	The Great Jazz Artists	Four Winds	1977
Coolidge	Greek Myths	Houghton	1949
Danziger	Can You Sue Your Parents for Malpractice?	Delacorte	
Dillon	Seals	Funk	1968
Feelings	Black Pilgrimage	Lothrop	1972
Evslin	The Green Hero: Early Adventures of Finn McCool	Four Winds	1975
Fox	Place Apart	Farrar	1980
George	Julie of the Wolves	Harper	1972
Greene	Beat the Turtle Drum	Viking	1976
Greenfield	Alesia	Philomel	1981
Greenfield	Child-Times: Three Generation Memoir	Crowell	1979
Gutman	Pro Sports Champions	Messner	1981
Guy	Friends	Holt	1973

LEVEL EIGHT A

Hamilton	Arilla Sun Down	Greenwillow	1976
Hamilton	Justice and Her Brothers	Greenwillow	1978
Haugaard	Little Fishes	Houghton	1967
Hautzig	Endless Steppe	Crowell	1968
Hayden	Eight Black American Inventors	Addison	1971
Hayden	Seven Black American Scientists	Addison	1971
Hilton	Who Do You Think You Are? Digging for Your Family Roots	Westminster	1977
Hinton	Outsiders	Viking	1967
Hunter	Guests in the Promised Land	Scribner	1973
Hunter, M.	Sound of Chariots	Harper	1972
Jaspersohn	Day in Life of Television Reporter - WBZ-TV Dan Rea	Little	1981
Jennings	Teenagers' Realistic Guide to Astrology	Follett	1971
Jordan	Dry Victories	Holt	1972
Katz	This Song Remembers: Self-Portrait of Native Americans in the Arts	Houghton	1980
Kerr	Dinky Hocker Shoots Smack	Harper	1972
Krementz	How It Feels When a Parent Dies	Knopf	1981
Lacy	Cheer the Lonesome Traveler: Life of W.E.B. DuBois	Dial	1970
Lauré	South Africa: Coming of Age Under Apartheid	Farrar	1980
Lee	Skating Rink	Seabury	1969
L'Engle	Wrinkle in Time	Farrar	1962
Le Guin	Wizard of Earthesea	Parnassus/Houghton	1968
Lester	Black Folktales	Baron	1969
McGowen	Album of Sharks	Rand	1977
McKinley	Beauty: A Retelling of the Story of Beauty and the Beast	Harper	1978
McWhirter	Guinness Book of New World Records	Sterling	
McWhirter	Guinness Sports Record Book	Sterling	
McWhirter	Other Guinness Record Books	Sterling	
Mazer, H.	Last Mission	Delacorte	1979

LEVEL EIGHT A

Mohr	Nilda	Harper	1973
Morrison	Chief Sarah Winnemucca's Fight for Indian Rights	Atheneum	1980
Myers	World of Sports for Girls	Westminster	1981
Myers	Fast Sam, Cool Clyde and Stuff	Viking	1975
Myers	Young Landlords	Viking	1979
O'Dell	Sara Bishop	Houghton	1980
O'Brien	Z Is for Zachariah	Atheneum	1975
O'Neal	Language of Goldfish	Viking	1980
Ortiz	Sojourner Truth	Lippincott	1974
Robeson	Whole World in His Hands: Life of Paul Robeson	Citadel	1981
Sabin	Hot Shots of Pro Basketball	Random	1974
Scherman	Slave Who Freed Haiti: Story of Toussaint L'Ouverture	Random	1964
Schoor	Young John Kennedy	HarBrace	1963
Schulke	Martin Luther King	Norton	1976
Skinner	Roots of Time: A Portrait of African Life and Culture	Doubleday	1974
Sterling	Black Foremothers	Feminist Press	1979
Taylor	Let the Circle Be Unbroken	Dial	1981
Thorn	Baseball's 10 Greatest Games	Four Winds	1981
Thorn	Pro Football's 10 Greatest Games	Four Winds	1981
Tolkien	Hobbit	Ballantine	
Webb and West	Selma, Lord, Selma...	Univ. Alabama	1980
Wexler	Secrets of Venus Flytrap	Dodd	1981
Wier	Loner	McKay	1963
Zindel	Pigman	Harper	1968
Zindel	Pigman's Legacy	Harper	1981
Zisfein	Flight: A Panorama of Aviation	Pantheon	1981

LEVEL EIGHT B

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading material up to grade level readability (about 61 DRP or TRI units) with good comprehension.

1. An indication of a student's ability to read at this level would be reading a passage comparable to this one from Analytical Reading Inventory (Woods and Moe, Merrill, 1977) and answering several questions with accuracy at the instructional level or above.

James Cornish lay wounded on the saloon floor! "He's been stabbed in the chest!" shouted one horrified bystander. "Someone get him to a hospital!" another shouted.

It was a hot and humid day in Chicago in 1893. Cornish arrived at the hospital with a one-inch knife wound in his chest, dangerously near his heart. Dr. Daniel Hale Williams was called in to operate.

In those days when blood transfusions and antibiotics were unknown, chest surgery was rarely attempted since it meant a high risk of death. As Dr. Williams began to operate, he found that the stab wound had cut the heart and the sac around the heart. Dr. Williams then made history by becoming the first surgeon to successfully operate on the human heart.

Dr. Williams did not release this information for three and a half years. When he did, the newspaper headline read, "Sewed Up His Heart," and the news became known to the entire world. Not only had Cornish been discharged from the hospital a well man, but he lived fifty years after his surgery. Cornish even outlived the surgeon who had saved his life.

(61 TRI units)

2. Identifying the main idea.

2. What is this passage about?
   -the first successful heart surgery
   -the life of Dr. Williams
   -a stabbing in a saloon

3. Identifying details: time, setting, explicit traits of characters, main events, etc.

3. What had been damaged by the knife?

   How long was it before the news of this operation was publicized?

LEVEL EIGHT B, C

4. Identifying the sequence of events.	4. Put these events from the story in the order in which they happened: -Dr. Williams successfully operates -James Cornish is stabbed -the story hits the newspapers -Cornish arrives at the hospital -Cornish dies -Dr. Williams dies -Dr. Williams becomes world famous
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines" 1. Telling fiction from non-fiction and identifying genres of writing.	1. Is the story about Dr. Williams's operation fiction or non-fiction? Would you call the passage an editorial, an informational article, an autobiography, or a poem?
2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc.	2. What are the <u>two</u> key points in this passage?
3. Inferring traits, feelings, and motives of characters from what they say and do, and citing evidence from the text.	3. How would you characterize Dr. Williams's decision to operate? Why do you say this?
4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, and specific/general relationships.	4. Why did few surgeons attempt chest surgery in those days?
5. Distinguishing between the main plot and subplots or the main argument and subsidiary arguments.	5. Is the first paragraph of this passage central to the overall purpose?
6. Telling whether the writer or speaker intended to entertain, inform, or persuade.	6. Was this story written to inform us, entertain us, or persuade us?
7. Inferring a writer's or speaker's unstated points, citing evidence.	7. Why do you think Dr. Williams did not release the news of the successful heart operation for three years? What makes you say this?

LEVEL EIGHT C, D

8. Interpreting figurative language and identifying similes, metaphors, imagery, alliteration, onomatopoeia, and literary techniques such as flashback, foreshadowing, symbolism, personification, exaggeration, hyperbole, understatement, irony, and first and third person point of view.	8. (On a different passage) What is the meaning of the expression in the third paragraph, "a bag of wind?" (On a suitable passage) What is the name of the technique used in the phrase "nattering nabobs of negativism?"
9. Identifying the connotation of words and the tone or mood of a passage.	9. (On a different passage) What is the connotation of the word "triumphant" in describing the batter's ninth inning strikeout?
10. Identifying how characters or ideas are developed, citing evidence from the text.	10. (On a different passage) At what point in the play do we get the impression that George is a less than honest man? Give evidence for your answer.
D. EVALUATIVE COMPREHENSION Reading/Listening with Critical Insight	
1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications for oneself.	1. Do you know anyone who has had a major operation? Have you ever undergone surgery? What did you learn from this story of Dr. Williams's operation?
2. Predicting a further outcome or logical conclusion.	2. After the news of Dr. Williams's successful chest surgery was released, how do you think his career was affected?
3. Telling fact from opinion.	3. Write whether each of these statements is fact or opinion: -Dr. Williams took a considerable risk operating on this man. -Dr. Williams was unwise to attempt the operation.
4. Identifying a writer's or speaker's point of view and/or bias, citing evidence from the text.	4. What do you think the author thinks of Dr. Williams's surgical skill? How can you tell?
5. Evaluating or appreciating a passage according to a specific criterion, citing evidence from the text.	5. How did the author of this passage make what could have been a dry account of medical history more vivid and readable?

LEVEL EIGHT D, E

6. Identifying ways in which a passage is unclear, incomplete, or illogical.	6. In what way is the fourth paragraph of the story about Dr. Williams unclear?
7. Identifying irrelevant, inappropriate, inaccurate, or misleading information.	7. (On a different passage) Which piece of information in the fifth paragraph is inappropriate?
8. Identifying propaganda techniques such as appeals to emotion, loaded words, testimonials, repetition, bandwagon, "weasel words" (e.g. Helps reduce back pain), etc.	8. (On a different passage, such as an advertisement or speech) What propaganda technique is used in this speech to convince us of the speaker's point?
E. VOCABULARY BUILDING Word Recognition and Word Meaning	
1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (G-5), and in the use of words in speaking (I-7).
2. Identifying synonyms and antonyms for words in context.	2. What is a synonym for the word rarely in the third paragraph?
3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies: context clues, phonics, structural analysis, and whole-word recognition.	3. What is the meaning of the word antibiotics in the third paragraph?
4. Identifying the correct homonym (homophone) to use in a sentence.	4. Circle the correct word: The (affect/effect) of the operation was not known for several hours.
5. Identifying the correct meaning for words with more than one meaning from the context.	5. Look at the word chest in the second line of the first paragraph. Which of these meanings does it have in this context? -a sturdy box with a lid for storage -a bureau or dresser -the part of the body between the neck and abdomen

LEVEL EIGHT E, F

6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed, and to find pronunciation and etymology.	6. (Given a dictionary) Look up the word sac and write the definition that applies to this passage. Write a word that rhymes with sac.

F. VARIETY OF WRITING

1. Writing frequently and gaining experience with many kinds of writing.

   Below is a list of suggested activities for students at this level:

1. Teacher observation: Is the student writing frequently and using a variety of writing modes? Students might keep folders of their writing.

advertisements
anecdotes
arguments
articles
autobiographies
ballads
biographies
book reports
book or film reviews
books
briefs
comedy
creative writing
criticism
debate scripts
descriptions
detective stories
dialogues
diaries
dictation
dictionaries
directions, instructions
dreams
editorials
epics
epitaphs
essays
fables
fairy tales
film scripts
folk tales
ghost stories
haiku
interviews
jingles
jokes
journals
laws, rules
legends
letters: business
complaint
fan
to the editor
friendly
thank you
limericks
lists
lyrical poems
memos
memoirs
messages
monologues
monster stories
myths
narratives
news articles
notes
obituaries
odes
opinion articles
parables
plays (one or more acts)
posters, signs
precis
profiles
proposals
proverbs
puzzles (word search, crossword, etc.)
questions
recipes
reports
resumes
riddles
satire
sermons
short stories
skits
slogans (election, sales, etc.)

LEVEL EIGHT F, G

songs sonnets sports articles speeches story endings summaries tall tales yarns	
G. WRITING - THE CRAFT	
1. Pre-writing: being able to collect and focus ideas for writing.	1. Teacher observation: Can the student gather and focus ideas for writing from brainstorming, discussion, interviews, field trips, reading, etc.?
2. Writing with clarity; thoughts are related and flow logically and in sequence.	2-11 assessed through focused holistic scoring of multi-paragraph pieces of original writing (see list of suggested writing activities above).
3. Showing knowledge of the subject; giving enough information.	
4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers).	
5. Making vivid, non-repetitive, precise, and appropriate use of words.	
6. Using a variety of sentence types.	
7. Writing vividly by making comparisons to other settings (e.g. similes and metaphors) and by using other literary devices (foreshadowing, flashbacks, alliteration, etc.).	
8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly.	
9. Beginning paragraphs strongly (with topic or lead-in sentences).	
10. Organizing ideas within each paragraph around the central theme.	

LEVEL EIGHT G, H

11. Concluding paragraphs and passages effectively.	
12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others.	12. Teacher observation: Can the student re-work a piece of writing in response to self-criticism and/or comments from others?
H. WRITING - MECHANICS AND USAGE	
1. Using correct spelling, including abbreviations.	1-10 assessed through focused holistic scoring of multi-paragraph pieces of writing, also through dictation of passages to students (see list of suggested writing activities above).
2. Using cursive or italic handwriting that is easy to read (see Introduction for an explanation of the italic option).	
3. Using good graphics: spacing, margins, neatness, and paragraph indenting.	
4. Using correct plurals of nouns and past tenses of verbs (see Level Five H-4 and Level Six H-4).	
5. Using correct punctuation (see Level Seven H-5).	
6. Using correct capitalization (see Level Five H-6).	
7. Using correct contractions and possessives (see Level Five H-7).	
8. Avoiding subject/verb disagreement and verb tense inconsistency (see Level Seven H-8).	
9. Avoiding sentence fragments, run-ons, and non-standard sentence structure (see Level Five H-9).	

LEVEL EIGHT H. 1

10. Avoiding double negatives and slang (see Level Five H-10).	
11. Using the correct form for a friendly and a business letter, including addressing the envelope (see Level Four H-11 and Level Five H-11).	11. Write a friendly letter and a business letter and address an envelope for each.
12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above (see proofreading marks in Appendix B, page 125).	12. Teacher observation: Can the student proofread a draft and catch errors in mechanics and usage?
I. SPEAKING	
Oral Reading, Discussion, and Presentation	
1. Reading eighth grade material aloud with reasonable fluency and accuracy (i.e. at the instructional level or better).	1. Teacher observation: Can the student read grade level material with reasonable fluency and no more than 5 errors that interfere with meaning per 100 words?
2. Reading with dramatic expression.	2. Teacher observation: Can the student read or recite with appropriate changes in pitch and tone of voice to dramatize the meaning?
3. Speaking with appropriate loudness, clarity, speed, and phrasing.	3. Teacher observation: Can the student make him or herself understood in daily classroom activities or oral reading?
4. Reciting a memorized passage with reasonable accuracy and expression.	4. Teacher observation: Can the student memorize a poem, song, or other passage appropriate to this level and recite it with good expression and few errors?
5. Being able to exchange ideas in group discussions.	5. Teacher observation: Can the student share ideas and experiences and listen to others in classroom discussions?
6. Answering and asking questions concisely and coherently.	6. Teacher observation: Can the student answer and ask questions in class activities?

LEVEL EIGHT I, J

7. Being able to make a presentation to classmates: -with appropriate loudness and clarity -presenting events and thoughts in a logical sequence -providing enough information; showing knowledge of the subject -staying focused on the topic -showing awareness of the audience -making vivid, non-repetitive, precise, and appropriate use of words -making comparisons to other settings (similes and metaphors) and using other appropriate literary devices (foreshadowing, alliteration, etc.) -beginning and concluding parts of the presentation strongly -organizing ideas around themes or topics (Note: these criteria parallel the objectives for Writing - The Craft at this level.)	7. Teacher observation: Can the student share an experience or make a report to his or her classmates, judged by the nine criteria in the left-hand column?
8. Minimizing the use of slang, double negatives, incorrect plurals and past tenses, subject/verb disagreement, verb tense inconsistency, and other non-standard usage in formal interactions.	8. Teacher observation: Can the student "edit out" these forms of non-standard usage in formal situations?
9. Communicating effectively in practical situations.	9. Teacher observation: Can the student handle simulated or real telephone calls, interviews, emergencies, etc.?
J. STUDY SKILLS Locating, Organizing, and Retaining Information 1. Following and giving directions, oral and written.	1. Teacher observation: Can the student follow and give multi-step directions for various activities (recipes, rules of a game, maps, etc.)?
2. Asking for information in writing, by phone, or in person.	2. Teacher observation: Can the student ask for information in class, on outings, and in research projects (including interviews, phone calls, letters, etc.)?

LEVEL EIGHT J, K

3. Putting words in alphabetical order, some with the same first four letters.	3. See Level Seven J-3.
4. Putting unorganized information into categories, rank order, etc. and labeling the groups appropriately.	4. See Level Five J-4.
5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, charts and tables, and glossary.	5. Teacher observation: Can the student locate information in a book using these parts?
6. Locating books in a library by browsing, using signs, using a layout map, using the card catalogue, and being familiar with the Dewey decimal system.	6. Teacher observation: Can the student locate books for projects or for personal reading in a library by using these aids?
7. Selecting and using reference sources to locate information (encyclopedia, alamanac, phone book, newspaper, etc.).	7. Teacher observation: Can the student use these reference sources to locate specific pieces of information?
8. Taking notes that accurately summarize written or spoken material.	8. Teacher observation: Can the student capture the meaning of a passage or an oral presentation with notes?
9. Varying reading speed and method according to one's purpose: -skimming for the main idea -scanning for specific information -reviewing to retain content -mastering to memorize information	9. Teacher observation: Can the student use these methods to serve different reading needs?
10. Comparing and contrasting two or more views on the same issue; synthesizing information from more than one source in a report.	10. (Given three different newspaper accounts of the same event) What was the same in these articles? What was different? Write an account of what you think occurred.

K. LANGUAGE STRUCTURE

Patterns and Nomenclature of English

1. Identifying declarative, interrogative, imperative, and exclamatory sentences, and simple, compound, complex, and compound/complex sentences.	1. See Level Seven K-1.

LEVEL EIGHT K

2. Identifying prefixes (hyper-, meta-, per-, peri-, pseudo-, mega-, macro-, multi-, di-, mal-, bene-) and their meanings; word endings and suffixes (-logy, -meter, -scope, -ped, -hood, -ate, -ity, -phile, -mania, -phobia, -gnosis, -lysis, -itis, -ply) and their meanings; and root words (anthro, gyne, psyche, theo, thermo, tox, zo, anim, noc, terra) and their meanings. *	2. Circle the prefixes and word endings, underline the root words, and write the meanings: -maladapted _____ -pseudoreligious _____ -Anglophile _____
3. Identifying the parts of speech in sentences or in lists, and diagramming relationships between them (adjectives modifying nouns, adverbs modifying verbs, etc.).	3. See Level Seven K-3.
4. Breaking words appropriate to this level into syllables (using rules and the dictionary).	4. Divide these words into syllables by drawing diagonal lines: -revolutionary -observatory -delicatessen -appreciation
5. Identifying complete subjects and predicates in simple and compound sentences, and dependent and independent clauses.	5. Underline the complete subject once and the complete predicate twice: The old Ford, long the subject of neighborhood derision, finally gave up the ghost last Saturday. Now circle the dependent clause in the sentence.
6. Identifying tenses: present, future, past, past participle, and conditional; converting from one tense to another.	6. Indicate the tense: He would have been fifty years old. _____ Now change the sentence to the future tense: _____

* Applied in E-3

APPENDIX A - LEVEL CHECKLISTS

The following pages are compact checklists for the objectives at each level. Each checklist contains the wording used in the left-hand column of the main document, and the numbering system is the same. However, the checklists do not contain all the examples and qualifications of the full text. It is important to refer back for full descriptions of objectives and the specific examples given in the right-hand column.

These checklists can serve a number of purposes, among them:

-keeping track of objectives covered in the course of a year

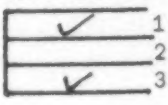
-keeping track of individual students' progress (a copy could be made for each child)

-informing parents of academic goals for the year and keeping them informed on their children's progress

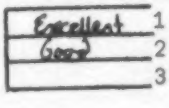
-serving as a compact reference for materials and sequencing of instruction

The space to the left of each objective can be used for checks, to write brief notations, or can be divided up into thirds or quarters to provide several boxes for periodic check-ups of students' progress. Below are three possible uses of the space.

H. WRITING - MECHANI



H. WRITING - MECHANI



H. WRITING - MECH

KINDERGARTEN READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Listening to a wide range of material appropriate to this level

B. LITERAL COMPREHENSION

_____1. Beginning reading activities
_____2. Identifying the main idea of a story
_____3. Identifying details of a story
_____4. Identifying a sequence of events in a story

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction
_____2. Identifying key points in a story: climax, saddest or happiest part, etc.

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning for oneself
_____2. Predicting a further outcome or logical conclusion

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening and other experiences
_____2. Identifying words that mean the same, mean the opposite, and rhyme

F. VARIETY OF WRITING

_____1. Engaging in a variety of pre-writing activities

G. WRITING - THE CRAFT

_____1. Pre-writing activities: generating stories, dialogues, etc.

H. WRITING - MECHANICS AND USAGE

_____1. Learning the letters of the alphabet, upper and lower case; printing one's name, basic colors, etc.

I. SPEAKING

_____1. Building toward reading
_____2. Speaking with dramatic expression
_____3. Speaking with appropriate loudness and clarity
_____4. Reciting a short memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in small-group discussions
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a brief presentation to classmates

J. STUDY SKILLS

_____1. Following simple oral directions
_____2. Asking for information
_____3. Memorizing the order of the alphabet
_____4. Organizing objects and pictures into categories by basic attributes (color, size, shape, etc.)

I. LANGUAGE STRUCTURE

No activities

LEVEL ONE READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Listening to and beginning to read a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____1. Reading material up to grade level readability with good comprehension (see sample passage)
_____2. Identifying the main idea
_____3. Identifying details: time, setting, explicit traits of characters, main events, etc.
_____4. Identifying the sequence of two or three events

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction
_____2. Identifying key points in a story - saddest or happiest point, climax, etc.

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____2. Predicting a further outcome or logical conclusion

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____2. Identifying words that mean the same, mean the opposite, and rhyme
_____3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies
_____4. Identifying the correct homonym to use in a sentence

F. VARIETY OF WRITING

_____1. Writing frequently and gaining experience with many kinds of writing (see list)

G. WRITING - THE CRAFT

_____1. Pre-writing: being able to collect and focus ideas for writing
_____2. Presenting events or thoughts in sequence
_____3. Providing enough information

H. WRITING - MECHANICS AND USAGE

_____1. Learning to spell basic words
_____2. Developing skill in printing upper and lower case letters and basic words
_____3. Developing a beginning sense of good graphics: leaving adequate space between letters and words
_____4. Forming plurals of regular nouns by adding -s
_____5. Using correct punctuation: putting a period at the end of each sentence
_____6. Capitalizing the first word in every sentence, people's names, and the pronoun I
_____7. Using basic contractions: don't, isn't, let's, can't...

I. SPEAKING

_____1. Reading first grade passages aloud with reasonable fluency and accuracy
_____2. Reading with dramatic expression
_____3. Speaking with appropriate loudness and clarity
_____4. Reciting a memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in small-group discussion
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a brief presentation to classmates

J. STUDY SKILLS

_____1. Following oral or graphic directions
_____2. Asking for information
_____3. Putting words in alphabetical order (five words with different first letters)
_____4. Putting unorganized information into categories (by color, height, shape, types of animal, etc.)
_____5. Using parts of a book to find information: page numbers, title page, table of contents
_____6. Locating books of interest by browsing in a library

K. LANGUAGE STRUCTURE

_____1. Identifying a sentence as contrasted to words or syllables

LEVEL TWO READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Listening to and reading a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____1. Reading material up to grade-level readability with good comprehension (see sample passage)
_____2. Identifying the main idea
_____3. Identifying details: time, setting, explicit traits of characters, main events, etc.
_____4. Identifying the sequence of up to four events or ideas

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction
_____2. Identifying key points in a passage - climax, saddest or happiest part, etc.
_____3. Inferring traits, feelings, and motives of characters from what they say or do, citing evidence from the text

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning for oneself
_____2. Predicting a further outcome or logical conclusion

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____2. Identifying words that mean the same, mean the opposite, and rhyme
_____3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies
_____4. Identifying the correct homonym to use in a sentence
_____5. Identifying the correct meaning for words with more than one meaning from the context
_____6. Using a beginning dictionary to find words and copy definitions

F. VARIETY OF WRITING

_____1. Writing frequently and gaining experience with many kinds of writing (see list of activities)

G. WRITING - THE CRAFT

_____1. Pre-writing: being able to collect and focus ideas for writing
_____2. Presenting events or thoughts in sequence
_____3. Providing enough information

H. WRITING - MECHANICS AND USAGE

_____1. Using correct spelling, including abbreviations
_____2. Refining skills in printing clearly and legibly using upper and lower case letters
_____3. Using good graphics: leaving enough space between letters and words; margins; and neatness
_____4. Using correct plurals of regular nouns, correct past tenses of regular verbs, and of some irregular verbs
_____5. Using correct end punctuation for sentences: periods for "telling" sentences, question marks for "asking"
_____6. Using correct capitalization: putting capital letters at the beginning of sentences, names, etc.
_____7. Using correct contractions (see examples)

I. SPEAKING

_____1. Reading second grade material aloud with reasonable fluency and accuracy
_____2. Reading with dramatic expression
_____3. Speaking with appropriate loudness and clarity
_____4. Reciting a memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in small-group discussions
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a brief presentation to classmates (see criteria)

J. STUDY SKILLS

_____1. Following directions, oral and written
_____2. Asking for information
_____3. Putting words in alphabetical order (up to five words, some with the same first letter)
_____4. Putting unorganized information into categories, rank order, etc.
_____5. Using parts of a book to find information: page numbers, title page, table of contents, cover
_____6. Locating books of interest by browsing in a library

K. LANGUAGE STRUCTURE

_____1. Identifying "telling" and "asking" sentences
_____2. Identifying compound words, prefixes, and word endings (see lists)
_____3. Identifying nouns and verbs in simple sentences
_____4. Counting the number of syllables in one, two, or three-syllable words

LEVEL THREE READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Reading and listening to a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____1. Reading material up to grade-level readability with good comprehension
_____2. Identifying the main idea
_____3. Identifying details
_____4. Identifying the sequence of up to four events or ideas

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction
_____2. Identifying key points in a passage - saddest, happiest, most exciting, etc.
_____3. Inferring traits, feelings, motives of characters from what they say and do, citing evidence
_____4. Inferring cause and effect relationships within a passage

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____2. Predicting a further outcome or logical conclusion
_____3. Telling fact from opinion

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____2. Identifying synonyms and antonyms for words in context
_____3. Identifying the meaning of words appropriate to this level using a vareity of word recognition strategies
_____4. Identifying the correct homonym to use in a sentence
_____5. Identifying the correct meaning for words with more than one meaning from the context
_____6. Using a beginning dictionary to find the meaning of unfamiliar words where other strategies fail

F. VARIETY OF WRITING

_____1. Writing frequently and gaining experience with many kinds of writing (see suggested activities)

G. WRITING - THE CRAFT

_____1. Pre-writing: being able to collect and focus ideas for writing
_____2. Presenting events or thoughts in a logical sequence
_____3. Providing enough information; showing knowledge of the subject
_____4. Staying focused on the topic and the audience (showing an awareness of the intended readers)
_____5. Making vivid and non-repetitive use of words

H. WRITING - MECHANICS AND USAGE

_____1. Using correct spelling, including abbreviations
_____2. Using legible cursive or italic handwriting
_____3. Using good graphics: margins, spacing, paragraph indenting, and overall neatness
_____4. Using correct plurals of nouns and past tenses of verbs (see lists)
_____5. Using correct punctuation: periods, exclamation marks, question marks, commas, quotation marks
_____6. Using correct capitalization (see rules)
_____7. Using correct contractions and possessives of singular nouns
_____8. Avoiding subject/verb disagreement
_____9. Avoiding sentence fragments and run-ons
_____10. Avoiding slang
_____11. Using the correct form for a friendly letter, including addressing the envelope

I. SPEAKING

_____1. Reading third grade material aloud with reasonable fluency and accuracy
_____2. Reading with dramatic expression
_____3. Speaking with appropriate loudness and clarity
_____4. Reciting a memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in group discussions
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a brief presentation to classmates (see criteria)
_____8. Minimizing the use of slang and subject/verb disagreement in formal interactions

J. STUDY SKILLS

_____1. Following and giving directions, oral and written
_____2. Asking for information
_____3. Putting words in alphabetical order (up to 6, some with the same first two letters)
_____4. Putting unorganized information into categories, rank order, etc.
_____5. Using parts of a book to find information: cover, title page, table of contents, and index
_____6. Locating books of interest in a library by browsing and using signs

K. LANGUAGE STRUCTURE

_____1. Identifying four kinds of sentence: gives information, asks questions, gives an order, shows strong feeling
_____2. Identifying compound words, prefixes and their meanings, and word endings (see lists)
_____3. Identifying nouns and verbs and substituting pronouns for nouns
_____4. Breaking words appropriate to this level into syllables

LEVEL FOUR READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____ 1. Reading and listening to a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____ 1. Reading material up to grade-level readability with good comprehension
_____ 2. Identifying the main idea
_____ 3. Identifying details: time, setting, explicit traits of characters, main events, etc.
_____ 4. Identifying the sequence of up to five events or ideas

C. INTERPRETIVE COMPREHENSION

_____ 1. Telling fiction from non-fiction and identifying basic genres of writing
_____ 2. Identifying key points in a passage - climax, saddest or happiest part, etc.
_____ 3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence
_____ 4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general
_____ 5. Distinguishing between the main plot and subplots or between the main argument and subsidiary arguments
_____ 6. Telling whether the writer or speaker intended to entertain, inform, or persuade

D. EVALUATIVE COMPREHENSION

_____ 1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____ 2. Predicting a further outcome or a logical conclusion
_____ 3. Telling fact from opinion
_____ 4. Identifying a writer's or speaker's point of view, citing evidence.

E. VOCABULARY BUILDING

_____ 1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____ 2. Identifying synonyms and antonyms for words in context
_____ 3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies
_____ 4. Identifying the correct homonym to use in a sentence
_____ 5. Identifying the correct meaning for words with more than one meaning from the context
_____ 6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed

F. VARIETY OF WRITING

_____ 1. Writing frequently and gaining experience with many kinds of writing (see list of activities)

G. WRITING - THE CRAFT

_____ 1. Pre-writing: being able to collect and focus ideas for writing
_____ 2. Writing with clarity; ideas are related and flow logically and in sequence
_____ 3. Showing knowledge of the subject; giving enough information
_____ 4. Staying focused on the topic, the purpose, and the audience (showing an awareness of the intended readers)
_____ 5. Making vivid, non-repetitive, precise, and appropriate use of words
_____ 6. Using a variety of sentence types
_____ 7. Writing vividly by making comparisons to other settings (similes and metaphors)
_____ 8. Revising: being able to improve a piece of writing in response to self-criticism and/or others' comments

H. WRITING - MECHANICS AND USAGE

_____ 1. Using correct spelling, including abbreviations
_____ 2. Using cursive or italic handwriting that is easy to read
_____ 3. Using good graphics: spacing, margins, neatness, and paragraph indenting
_____ 4. Using correct plurals of nouns needed in writing; using correct past tenses of verbs needed in writing (see lists)
_____ 5. Using correct punctuation (see list)
_____ 6. Using correct capitalization (see list)
_____ 7. Using correct contractions and possessives for singular and plural nouns
_____ 8. Avoiding subject/verb disagreement and verb tense inconsistency
_____ 9. Avoiding sentence fragments and run-ons
_____ 10. Avoiding double negatives and slang
_____ 11. Using the correct form for a friendly letter, including addressing the envelope
_____ 12. Editing: being able to proofread and correct a draft with an eye to items 1 - 10 above

I. SPEAKING

_____ 1. Reading fourth grade material aloud with reasonable fluency and accuracy
_____ 2. Reading with dramatic expression
_____ 3. Speaking with appropriate loudness, clarity, speed, and phrasing
_____ 4. Reciting a memorized passage with reasonable accuracy and expression
_____ 5. Being able to exchange ideas in group discussions
_____ 6. Answering and asking questions concisely and coherently
_____ 7. Being able to make a presentation to classmates (see criteria)
_____ 8. Minimizing the use of slang, double negatives, and other non-standard usage in formal interactions

J. STUDY SKILLS

_____ 1. Following and giving directions, oral and written
_____ 2. Asking for information
_____ 3. Putting words in alphabetical order (up to ten words, some with the same first three letters)
_____ 4. Putting unorganized information into categories, rank order, etc.
_____ 5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, chart/table
_____ 6. Locating books in a library by browsing, using signs, and using a layout map
_____ 7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.)

K. LANGUAGE STRUCTURE

_____ 1. Identifying declarative, interrogative, imperative, and exclamatory sentences
_____ 2. Identifying compound words, prefixes and their meanings, and word endings (see lists)
_____ 3. Identifying nouns, verbs, adjectives, and pronouns in sentences
_____ 4. Breaking words appropriate to this level into syllables
_____ 5. Identifying the simple subject and simple predicate of a sentence
_____ 6. Identifying sentences written in the present and past tense, and converting from one tense to another

LEVEL FIVE READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____ 1. Reading and listening to a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____ 1. Reading material up to grade level readability with good comprehension
_____ 2. Identifying the main idea
_____ 3. Identifying details: time, setting, explicit traits of characters, main events, etc.
_____ 4. Identifying the sequence of up to five events or ideas

C. INTERPRETIVE COMPREHENSION

_____ 1. Telling fiction from non-fiction and identifying basic genres of writing
_____ 2. Identifying key points in a passage: climax, saddest or happiest part, clinching argument, etc.
_____ 3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence
_____ 4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general
_____ 5. Distinguishing between the main plot and subplots and the main argument and subsidiary arguments
_____ 6. Telling whether the writer or speaker intended to entertain, inform, or persuade

D. EVALUATIVE COMPREHENSION

_____ 1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____ 2. Predicting a further outcome or a logical conclusion
_____ 3. Telling fact from opinion
_____ 4. Identifying a writer's or speaker's point of view, citing evidence
_____ 5. Evaluating or appreciating a passage according to specific criteria, citing evidence from the text

E. VOCABULARY BUILDING

_____ 1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____ 2. Identifying synonyms and antonyms for words in context
_____ 3. Identifying the meaning of words appropriate to this level using a vareity of word recognition strategies
_____ 4. Identifying the correct homonym to use in a sentence
_____ 5. Identifying the correct meaning for words with more than one meaning from context
_____ 6. Using a dictionary to find the meaning of unfamiliar words where other strategies have failed, for pronunciation

F. VARIETY OF WRITING

_____ 1. Writing frequently and gaining experience with many kinds of writing (see list of activities)

G. WRITING - THE CRAFT

_____ 1. Pre-writing: being able to collect and focus ideas for writing
_____ 2. Writing with clarity: ideas are related and flow logically and in sequence
_____ 3. Showing knowledge of the subject; giving enough information
_____ 4. Staying focused on the topic, the purpose, and the audience (showing an awareness of the intended readers)
_____ 5. Making vivid, non-repetitive, precise, and appropriate use of words
_____ 6. Using a variety of sentence types
_____ 7. Writing vividly by making comparisons with other settings (e.g. similes and metaphors)
_____ 8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly
_____ 9. Beginning paragraphs strongly (with topic or lead-in sentences)
_____ 10. Organizing ideas within each paragraph around the central theme
_____ 11. Revising: being able to improve a piece of writing in response to self-criticism or others' comments

H. WRITING - MECHANICS AND USAGE

_____ 1. Using correct spelling, including abbreviations
_____ 2. Using cursive or italic handwriting that is easy to read
_____ 3. Using good graphics: spacing, margins, neatness, and paragraph indenting
_____ 4. Using correct plurals of nouns and past tenses of verbs as needed for writing (see lists)
_____ 5. Using correct punctuation (see lists)
_____ 6. Using correct capitalization (see list)
_____ 7. Using correct contractions and possessives for singular and plural nouns
_____ 8. Avoiding subject/verb disagreement and verb tense inconsistency
_____ 9. Avoiding sentence fragments and run-ons
_____ 10. Avoiding double negatives and slang
_____ 11. Using the correct form for a friendly letter and for a business letter, including addressing the envelope
_____ 12. Editing: being able to proofread and correct a draft with an eye to items 1 - 10 above

I. SPEAKING

_____ 1. Reading fifth grade material aloud with reasonable fluency and accuracy
_____ 2. Reading with dramatic expression
_____ 3. Speaking with appropriate loudness, clarity, speed, and phrasing
_____ 4. Reciting a memorized passage with reasonable accuracy and expression
_____ 5. Being able to exchange ideas in group discussions
_____ 6. Answering and asking questions consisely and coherently
_____ 7. Being able to make a presentation to classmates (see criteria)
_____ 8. Minimizing the use of slang, double negatives, and other non-standard usage in formal interactions

J. STUDY SKILLS

_____ 1. Following and giving directions, oral and written
_____ 2. Asking for information in writing, by phone, or in person
_____ 3. Putting words in alphabetical order (up to 15, some with the first three letters the same)
_____ 4. Putting unorganized information into categories, rank order, etc., and labeling the groups appropriately
_____ 5. Using parts of a book to find information: cover, title page, contents, index, biblio, glossary, charts/tables
_____ 6. Locating books in a library by browsing, using signs, using a layout map, or using the card catalogue
_____ 7. Selecting and using reference sources to locate information (encyclopedia, alamanc, phone book, newspaper, etc.)

K. LANGUAGE STRUCTURE

_____ 1. Identifying declarative, interrogative, imperative, and exclamatory sentences
_____ 2. Identifying compound words, prefixes and their meanings, word endings, and root words
_____ 3. Identifying the parts of speech in sentences or in lists
_____ 4. Breaking words appropriate to this level into syllables
_____ 5. Identifying the complete subject and complete predicate of a sentence
_____ 6. Identifying sentences written in the present, past, and future tense, and converting from one to the other

LEVEL SIX READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Reading and listening to a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____1. Reading material up to grade level readability with good comprehension (see sample passage)
_____2. Identifying the main idea
_____3. Identifying details: time, setting, explicit traits of characters, etc.
_____4. Identifying the sequence of up to six events or ideas

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction and identifying genres of writing
_____2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc.
_____3. Inferring traits, feelings, and motives of characters from what they say and do, and citing evidence
_____4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general
_____5. Distinguishing between the main plot and subplots or the main argument and subsidiary arguments
_____6. Telling whether the writer or speaker intended to entertain, inform, or persuade
_____7. Inferring the writer's or speaker's unstated points, citing evidence
_____8. Interpreting figurative language

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____2. Predicting a further outcome or logical conclusion
_____3. Telling fact from opinion
_____4. Identifying a writer's or speaker's point of view, citing evidence from the text
_____5. Evaluating or appreciating a passage according to a specific criterion, citing evidence from the text
_____6. Identifying ways in which a passage is unclear, incomplete, or illogical

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____2. Identifying synonyms and antonyms for words in context
_____3. Identifying the meanings of words appropriate to this level using a variety of word recognition strategies
_____4. Identifying the correct homonym to use in a sentence
_____5. Identifying the correct meaning for words with more than one meaning from the context
_____6. Using a dictionary to find word meanings when other methods have failed, and to find pronunciation

F. VARIETY OF WRITING

_____1. Writing frequently and gaining experience with many kinds of writing (see list of activities)

G. WRITING - THE CRAFT

_____1. Pre-writing: being able to collect and focus ideas for writing
_____2. Writing with clarity; thoughts are related and flow logically and in sequence
_____3. Showing knowledge of the subject; giving enough information
_____4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers)
_____5. Making vivid, non-repetitive, precise, and appropriate use of words
_____6. Using a variety of sentence types
_____7. Writing vividly by making comparisons to other settings (e.g. similes and metaphors)
_____8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly
_____9. Beginning paragraphs strongly (with topic or lead-in sentences)
_____10. Organizing ideas within each paragraph around the central theme
_____11. Concluding paragraphs and passages effectively
_____12. Revising: being able to improve a piece of writing in response to self-criticism and/or others' comments

H. WRITING - MECHANICS AND USAGE

_____1. Using correct spelling, including abbreviations
_____2. Using cursive or italic handwriting that is easy to read
_____3. Using good graphics: spacing, margins, neatness, and paragraph indenting
_____4. Using correct plurals of nouns and past tenses of verbs needed for writing (see lists)
_____5. Using correct punctuation (see lists)
_____6. Using correct capitalization
_____7. Using correct contractions and possessives
_____8. Avoiding subject/verb disagreement and verb tense inconsistency
_____9. Avoiding sentence fragments, run-ons, and non-standard sentence structure
_____10. Avoiding double negatives and slang
_____11. Using the correct form for a friendly letter and a business letter, including addressing the envelope
_____12. Editing: being able to proofread and correct a draft with an eye to items 1 - 10 above

I. SPEAKING

_____1. Reading sixth grade material aloud with reasonable fluency and accuracy
_____2. Reading with dramatic expression
_____3. Speaking with appropriate loudness, clarity, speed, and phrasing
_____4. Reciting a memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in group discussions
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a presentation to classmates (see criteria)
_____8. Minimizing the use of slang, double negatives, and other non-standard usage in formal interactions

J. STUDY SKILLS

_____1. Following and giving directions, oral and written
_____2. Asking for information in writing, by phone, or in person
_____3. Putting words in alphabetical order (up to 20, some with the same first four letters)
_____4. Putting unorganized information into categories, rank order, etc. and labeling groups appropriately
_____5. Using parts of a book to find information: cover, title page, contents, index, biblio, glossary, charts/tables
_____6. Locating books in a library by browsing, using signs, using the layout map, and using the card catalogue
_____7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.)
_____8. Taking notes that accurately summarize written information
_____9. Varying reading speed and method according to one's purpose: skimming and scanning

K. LANGUAGE STRUCTURE

_____1. Identifying declarative, interrogative, imperative, and exclamatory; simple, compound, and complex sentences
_____2. Identifying prefixes and their meanings, word endings, and root words and their meanings (see lists)
_____3. Identifying the parts of speech in sentences or in lists
_____4. Breaking words appropriate to this level into syllables
_____5. Identifying complete subjects and predicates, in simple or compound sentences
_____6. Identifying tenses: present, past, future, past participle; converting from one tense to another

LEVEL SEVEN READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Reading and listening to a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____1. Reading material up to grade level readability with good comprehension (see sample passage)
_____2. Identifying the main idea
_____3. Identifying details: time, setting, explicit traits of characters, main events, etc.
_____4. Identifying the sequence of up to six events or ideas

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction and identifying genres of writing
_____2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc.
_____3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence
_____4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general
_____5. Distinguishing between the main plot and subplots or the main argument and subsidiary arguments
_____6. Telling whether the writer or speaker intended to entertain, inform, or persuade
_____7. Inferring the writer's or speaker's unstated points, citing evidence
_____8. Interpreting figurative language, and identifying similes, metaphors, and imagery
_____9. Identifying the connotation of words and the tone or mood of a passage

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____2. Predicting a further outcome or logical conclusion
_____3. Telling fact from opinion
_____4. Identifying a writer's or speaker's point of view and/or bias, citing evidence
_____5. Evaluating or appreciating a passage according to a specific criterion, citing evidence
_____6. Identifying ways in which a passage is unclear, incomplete, or illogical, citing evidence
_____7. Identifying irrelevant, inappropriate, inaccurate, or misleading information
_____8. Identifying propaganda techniques (see examples)

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____2. Identifying synonyms and antonyms for words in context
_____3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies
_____4. Identifying the correct homonym to use in a sentence
_____5. Identifying the correct meaning for words with more than one meaning from the context
_____6. Using a dictionary to find the meaning of unfamiliar words, and to find pronunciation and etymology

F. VARIETY OF WRITING

_____1. Writing frequently and gaining experience with many kinds of writing (see list of activities)

G. WRITING - THE CRAFT

_____1. Pre-writing: being able to collect and focus ideas for writing
_____2. Writing with clarity; thoughts are related and flow logically and in sequence
_____3. Showing knowledge of the subject; giving enough information
_____4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers)
_____5. Making vivid, non-repetitive, precise, and appropriate use of words
_____6. Using a variety of sentence types
_____7. Writing vividly by making comparisons to other settings and using other literary devices (see examples)
_____8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly
_____9. Beginning paragraphs strongly (with topic or lead-in sentences)
_____10. Organizing ideas within each paragraph around the central theme
_____11. Concluding paragraphs and passages effectively
_____12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others

H. WRITING - MECHANICS AND USAGE

_____1. Using correct spelling, including abbreviations
_____2. Using cursive or italic handwriting that is easy to read
_____3. Using good graphics: spacing, margins, neatness, and paragraph indenting
_____4. Using correct plurals of nouns and past tenses of verbs
_____5. Using correct punctuation (see list)
_____6. Using correct capitalization
_____7. Using correct contractions and possessives
_____8. Avoiding subject/verb disagreement and verb tense inconsistency
_____9. Avoiding sentence fragments, run-ons, and non-standard sentence structure
_____10. Avoiding double negatives and slang
_____11. Using the correct form for a friendly and business letter, including addressing the envelope
_____12. Editing: being able to proofread and correct a draft with an eye to items 1 - 10 above

I. SPEAKING

_____1. Reading seventh grade material aloud with reasonable fluency and accuracy
_____2. Reading with dramatic expression
_____3. Speaking with appropriate loudness, clarity, speed, and phrasing
_____4. Reciting a memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in group discussions
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a presentation to classmates (see criteria)
_____8. Minimizing the use of slang, double negatives, and other non-standard usage in formal interactions
_____9. Communicating effectively in practical situations (see examples)

J. STUDY SKILLS

_____1. Following and giving directions, oral and written
_____2. Asking for information in writing, by phone, or in person
_____3. Putting words in alphabetical order (up to 25, some with same first four letters)
_____4. Putting unorganized information into categories, rank order, etc. and labeling the groups appropriately
_____5. Using parts of a book to find information: cover, title page, table of contents, index, biblio, glossary, charts
_____6. Locating books in a library by browsing, using signs, layout map, card catalogue, and Dewey decimal system
_____7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.)
_____8. Taking notes that accurately summarize written material
_____9. Varying reading speed and methods according to one's purpose: skimming, scanning, reviewing, mastering
_____10. Comparing and contrasting two or more views on the same issue

K. LANGUAGE STRUCTURE

_____1. Identifying decl, interrog, imper, and exclam. sentences; simple, compound, complex, and compound/complex
_____2. Identifying prefixes and their meanings, word endings, and root words and their meanings (see lists)
_____3. Identifying the parts of speech in sentences or in lists, and diagramming relationships between them
_____4. Breaking words appropriate to this level into syllables
_____5. Identifying complete subjects and predicates, in simple or compound sentences
_____6. Identifying tenses: present, past, future, and past participle; converting from one tense to another

LEVEL EIGHT READING/LANGUAGE ARTS CHECKLIST

A. VARIETY OF MATERIAL

_____1. Reading and listening to a wide range of material appropriate to this level (see book list)

B. LITERAL COMPREHENSION

_____1. Reading material up to grade level readability with good comprehension
_____2. Identifying the main idea
_____3. Identifying details: time, setting, explicit traits of characters, main events, etc.
_____4. Identifying the sequence of events

C. INTERPRETIVE COMPREHENSION

_____1. Telling fiction from non-fiction and identifying genres of writing
_____2. Identifying key points in a passage - climax, saddest or happiest part, clinching argument, etc.
_____3. Inferring traits, feelings, and motives of characters from what they say and do, citing evidence
_____4. Inferring cause and effect relationships within a passage; also similar/different, part/whole, specific/general
_____5. Distinguishing between the main plot and subplots or the main argument and subsidiary arguments
_____6. Telling whether the writer or speaker intended to entertain, inform, or persuade
_____7. Inferring a writer's or speaker's unstated points, citing evidence
_____8. Interpreting figurative language and identifying similes, metaphors, etc.; interpreting literary techniques
_____9. Identifying the connotation of words and the tone or mood of a passage
_____10. Identifying how characters or ideas are developed, citing evidence from the text

D. EVALUATIVE COMPREHENSION

_____1. Drawing comparisons with one's own experience and prior knowledge and identifying new learning and implications
_____2. Predicting a further outcome or logical conclusion
_____3. Telling fact from opinion
_____4. Identifying a writer's or speaker's point of view and/or bias, citing evidence
_____5. Evaluating or appreciating a passage according to a specific criterion, citing evidence
_____6. Identifying ways in which a passage is unclear, incomplete, or illogical
_____7. Identifying irrelevant, inappropriate, inaccurate, or misleading information
_____8. Identifying propaganda techniques (see list)

E. VOCABULARY BUILDING

_____1. Expanding personal vocabulary through listening, reading, content area study, and other experiences
_____2. Identifying synonyms and antonyms for words in context
_____3. Identifying the meaning of words appropriate to this level using a variety of word recognition strategies
_____4. Identifying the correct homonym to use in a sentence
_____5. Identifying the correct meaning for words with more than one meaning from the context
_____6. Using a dictionary to find the meaning of unfamiliar words, and to find pronunciation and etymology

F. VARIETY OF WRITING

_____1. Writing frequently and gaining experience with many kinds of writing

G. WRITING - THE CRAFT

_____1. Pre-writing: being able to collect and focus ideas for writing
_____2. Writing with clarity; thoughts are related and flow logically and in sequence
_____3. Showing knowledge of the subject; giving enough information
_____4. Staying focused on the topic, the purpose, and the audience (showing an awareness of intended readers)
_____5. Making vivid, non-repetitive, precise, and appropriate use of words
_____6. Using a variety of sentence types
_____7. Writing vividly by making comparisons to other settings and by using other literary devices
_____8. Making good use of transition words and phrases so sentences and paragraphs flow smoothly
_____9. Beginning paragraphs strongly (with topic or lead-in sentences)
_____10. Organizing ideas within each paragraph around the central theme
_____11. Concluding paragraphs and passages effectively
_____12. Revising: being able to improve a piece of writing in response to self-criticism and/or comments from others

H. WRITING - MECHANICS AND USAGE

_____1. Using correct spelling, including abbreviations
_____2. Using cursive or italic handwriting that is easy to read
_____3. Using good graphics: spacing, margins, neatness, and paragraph indenting
_____4. Using correct plurals of nouns and past tenses of verbs
_____5. Using correct punctuation
_____6. Using correct capitalization
_____7. Using correct contractions and possessives
_____8. Avoiding subject/verb disagreement and verb tense inconsistency
_____9. Avoiding sentence fragments, run-ons, and non-standard sentence structure
_____10. Avoiding double negatives and slang
_____11. Using the correct form for a friendly and a business letter, including addressing the envelope
_____12. Editing: being able to proofread and correct a draft with an eye to items 1 through 10 above

I. SPEAKING

_____1. Reading eighth grade material aloud with reasonable fluency and accuracy
_____2. Reading with dramatic expression
_____3. Speaking with appropriate loudness, clarity, speed, and phrasing
_____4. Reciting a memorized passage with reasonable accuracy and expression
_____5. Being able to exchange ideas in group discussions
_____6. Answering and asking questions concisely and coherently
_____7. Being able to make a presentation to classmates (see criteria)
_____8. Minimizing the use of slang, double negatives, and other non-standard usage in formal interactions
_____9. Communicating effectively in practical situations (see examples)

J. STUDY SKILLS

_____1. Following and giving directions, oral and written
_____2. Asking for information in writing, by phone, and in person
_____3. Putting words in alphabetical order, some with the same first four letters
_____4. Putting unorganized information into categories, rank order, etc. and labeling the groups appropriately
_____5. Using parts of a book to find information: cover, title page, table of contents, index, bibliography, glossary,
_____6. Locating books in a library by browsing, using signs, layout map, card catalogue, and Dewey DS /charts and tables
_____7. Selecting and using reference sources to locate information (encyclopedia, almanac, phone book, newspaper, etc.
_____8. Taking notes that accurately summarize written or spoken material
_____9. Varying reading speed and method according to one's purpose: skimming, scanning, reviewing, and mastering
_____10. Comparing and contrasting two or more views on the same issue; synthesizing information from more than one source

K. LANGUAGE STRUCTURE

_____1. Identifying decl, interrog, imper, and exclam. sentences; and simple, compound, complex, and compound/complex
_____2. Identifying prefixes and their meanings, word endings and suffixes and their meanings, and root words and their
_____3. Identifying the parts of speech in sentences or lists, and diagramming relationships between them /meanings
_____4. Breaking words appropriate to this level into syllables
_____5. Identifying complete subjects and predicates in simple and compound sentences, and dependent and independent
_____6. Identifying tenses: present, future, past, past participle, and conditional; converting tenses /clauses

APPENDIX B: PROOFREADING MARKS

Sample Passage	Proofreading Marks	What the marks mean
Before Thanksgiving a number of years ago, a man ~~man~~ named D.B.Cooper got on a plane in Portland, Oregon, along with thirty-five passengers. When the plane was in the air, Mr. ~~Cooper~~ handed the stewardess a note. it said he had a bomb in his briefcase, and that he would blow up the plane unless the ~~c~~rew did what he said.	ℓ	delete
	other	insert this material
	stet	let it stand as it was
	cap	make the letter a capital
	lc	make the letter lower case
The stewardess talked to the pilot, and decided they he meant business. They landed the plane, and Mr. Cooper not his real name got what he asked for - ~~tw~~ thousand twenty-dollar bills in a laundry sack and four parachutes. Then the plane, with Mr. Cooper on it, took off again and flew south toward Reno Nevada.	tr	transpose (reverse) the words
	( )	insert parentheses
	⌢	close up the space
	two	correct spelling
	⊗	delete letter and close up
	^	insert comma (or other punctuation)
Once the plane was flying south, the FBI got (2) Air Force jets to follow the plane. The jets flew above and behind the plane, so no one in the plane could see them from the windows. The hijacker ordered the pilot, co-pilot, and ~~ste~~stewardess to stay in the cockpit with the door closed. Then he opened the stairs at the back of the plane under the tail.	sp	spell out (two)
	#	insert a space
	⊙	insert period
	¶	indent (new paragraph)
	stewardess	another spelling mistake!
	run in	run in (no new paragraph)

APPENDIX C - CORRELATION WITH STATE SKILLS

The Massachusetts Basic Skills Improvement Policy of 1979 leaves broad discretion to local school systems in setting objectives and devising tests and cut-off scores. However, the policy does require a specific set of minimum objectives in mathematics and language arts at the secondary level. Below is a comprehensive list of the state language arts objectives cross-referenced with the objectives of this curriculum. Since the same numbering system applies to the objectives through the different levels, these references show how the State requirements are fulfilled at most levels, and how all are met in Levels Seven and Eight.

STATE SECONDARY BASIC SKILLS	REFERENCE TO BOSTON READING/ LANGUAGE ARTS OBJECTIVES
Reading	
(a) Basic Word Meaning 1. Identify the meaning of commonly used words within a sentence that does not provide clues to the meaning of the word	E-3, 6
2. Identify the meaning of a word within a sentence that provides clues to the meaning of the word	E-3
(b) Literal Comprehension 1. Identify the meaning of a written phrase, clause, sentence, or paragraph	B-1
2. Demonstrate the ability to follow directions	J-1
3. Identify the main idea,	B-2
supporting details, and	B-3
conclusion of a paragraph	C-2, 7
4. Recognize the sequence of events or ideas in a written passage	B-4
5. Identify information on a chart, map, or graph	J-5 (see Math)
(c) Interpretive Comprehension 1. Draw conclusions implied in a paragraph or passage	C-7
2. Identify cause and effect relationships implied in a paragraph or passage	C-4
3. Predict an outcome implied in a paragraph or passage	D-2
(d) Evaluative Comprehension 1. Identify a statement as fact or opinion	D-3
2. Identify the writer's purpose in a paragraph or passage written to inform or persuade	C-6

STATE SECONDARY BASIC SKILLS	REFERENCE TO BOSTON READING/ LANGUAGE ARTS OBJECTIVES
(e) Locating Information	
1. Use the parts of a book	J-5
2. Locate information in a variety of sources	J-6, 7
Writing: Demonstrating:	
(a) Knowledge of the subject	
1. The writer has something to say	G-3
2. Ideas are supported with relevant details	G-10
(b) Clear and consistent purpose	G-4
(c) Organization	
1. Ideas are related	G-2
2. Ideas progress logically from one point to another	G-2
(d) An awareness of the intended reader	G-4
(e) Precise word choices	
1. Words appeal to the reader's senses	G-5
2. Words suit the purpose	G-5
3. Words are appropriate for the intended reader	G-4, 5
(f) Fulfillment of the purpose	
1. Adequate information is provided	G-3
2. The writing is free of irrelevancy	G-4
3. The conclusion reemphasizes the purpose	G-11
(g) Correct capitalization and punctuation	H-6, 5
(h) Correct spelling	H-1
(i) Legible handwriting	H-2
(j) Complete sentences	H-9
(k) Standard use of nouns, pronouns, verbs, adjectives, and adverbs	H-10
(l) Agreement of subject and verb	H-8
Listening	
(a) Basic listening skills	
1. Recognize words and phrases used by the speaker	B-2, 3, 4, E-1
2. Indicate why the speaker can or cannot be understood	D-6
(b) Understanding what you year	
1. Understand spoken words and ideas	B-2, 3, 4
2. Identify and understand main ideas	B-2
3. Associate important details with main ideas	B-3

STATE SECONDARY BASIC SKILLS	REFERENCE TO BOSTON READING/ LANGUAGE ARTS OBJECTIVES
4. Understand descriptions of events and experiences	B-2, 3
5. Understand speaker's purpose	C-6, 7
(c) Using what you hear 1. Understand and respond to survival words used in emergeny situations	B-2, I-9
2. Summarize information and draw conclusions	J-8, C-2, 6
3. Recognize when words and phrases are used to convince or persuade	D-4, 8
4. Follow straightforward directions	J-1
Speaking	
(a) Basic Oral Communication Skills 1. Use words and phrases appropriate to the situation	I-5, 6, 7
2. Speak loudly enough to be heard by a listener or group of listeners	I-3, 7
3. Speak at a rate the listener can understand	I-3, 7
4. Say words distinctly	I-3, 7
(b) Planning, developing, and stating spoken messages 1. Use words in an order that clearly expresses the thought	I-7
2. Organize main ideas for presentation	I-7
3. State main ideas clearly	I-7
4. Support main ideas with important details	I-7
5. Demonstrate knowledge of standard English usage	I-8
(c) Common uses of spoken messages 1. Use survival words to cope with emergency situations	I-9
2. Speak so listener understands purpose	I-5, 6, 7, 9
3. Ask for and give straightforward information	J-1, 2
4. Describe objects, events, and experiences	J-5, 7, 9
5. Question others' viewpoints	I-5, 9

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